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ABSTRACT

This study examined the flow of all special education funds to Illinois school districts, in order to identify the financial incentives which influence school districts to educate children with disabilities away from their home schools. Background information on inclusive education precedes the study report. The study involved a review of federal and state statutes and regulations, examination of the Illinois special education administrative structure, analysis of data on actual educational placements and funding sources, and a look at how the funding system works in 20 districts and cooperatives. The study found that economic disincentives were but one manifestation of the larger reality of wholesale segregation of persons with disabilities from mainstream society. The report concludes with the strong recommendation that Illinois fund special education with a single formula tied to school district membership and that the dollars be sent directly to school districts, which should be held responsible for achieving students' Individualized Education Plans. Alternative recommendations are also offered to reduce existing financial disincentives. Appendices include a list of districts and cooperatives visited, data on children in placement at private facilities, data on the special education population distribution, placement data, and data on grants and reimbursements. (Contains 69 reference notes, 32 tables, and 7 figures.) (DB)

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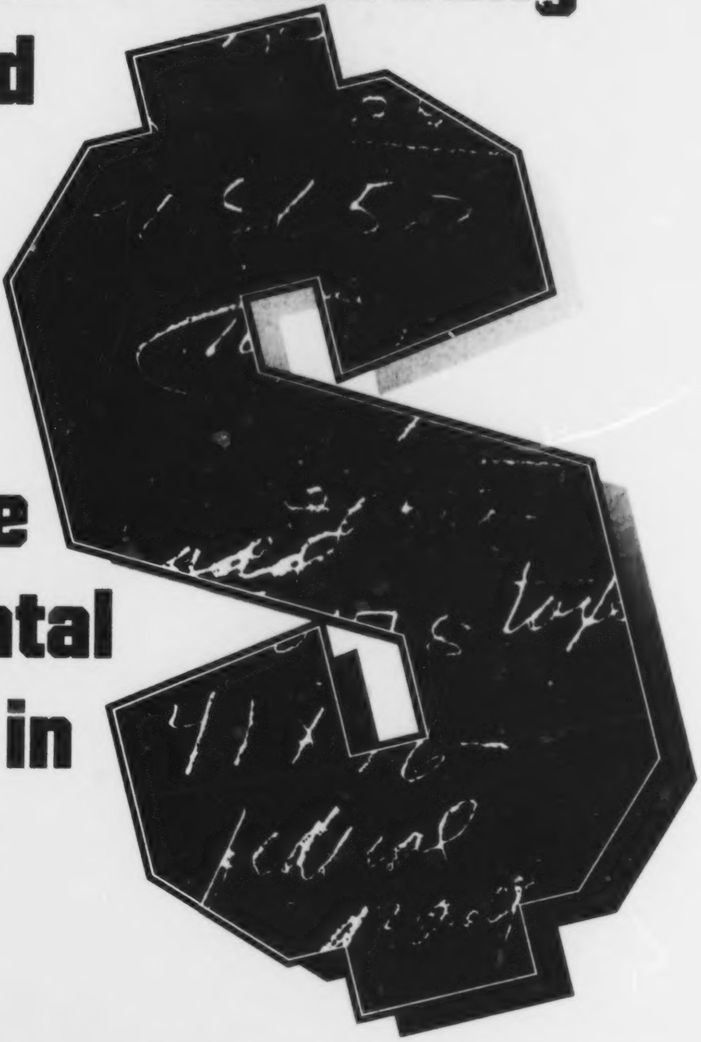
A Report Prepared for
Illinois Planning Council on
Developmental Disabilities and
Illinois State Board of Education

The Identification of Financial Disincentives to Educating Children and Youth with Moderate to Severe and Multiple Developmental Disabilities in their Home Schools



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The Identification of Financial Disincentives to Educating Children and Youth with Moderate to Severe and Multiple Developmental Disabilities in their Home Schools

Final Report

May, 1993

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THE IDENTIFICATION OF FINANCIAL DISINCENTIVES TO EDUCATING CHILDREN AND YOUTH WITH MODERATE TO SEVERE AND MULTIPLE DEVELOPMENTAL DISABILITIES IN THEIR HOME SCHOOLS

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CHAPTER 1

INTRODUCTION

1.1 Purpose of the Study

This study examines the flow of all special education funds to Illinois school districts with the goal of identifying the financial incentives which influence school districts to educate children with disabilities away from their home schools. Recommendations for eliminating those incentives are made.

We have chosen to define "financial incentive" broadly. A direct payment to do something is an incentive. A direct payment to do something in a particular way in a particular setting is an incentive to do it in that way and in that place. A payment/action transaction that leaves you with more of your own money than a alternate payment/action transaction is an incentive to take the first action. An up front payment is more of an incentive than a promise to pay later. There is an incentive to take an action for which the financial claims on you are limited, compared to an action for which the financial claims are unlimited.

In special education the funding structure is not separate from, but was created with, and is an integral part of, the whole special education system, which in the words of the statute includes "special schools, special classes, special housing ... special instruction ... special reader service ... special administrative services ... special personnel ... and special equipment." [1]

The training and licensing of special education teachers, administrators and other personnel are different and separate from their regular education counterparts. The administrative structure, the rules and prescribed procedures are different.

Special education came late on the public educational scene. Where special education was done, it was largely private, separate and segregated. When public education of children with disabilities was mandated by federal and state statute the existing separate and segregated structures were copied by the public schools. Public special education was an add-on, an extra cost, and local schools demanded to be reimbursed. So the structure and funding were created together. Not surprisingly they mesh and reinforce each other.

As school districts now try to change the structure of special education and integrate children with disabilities into regular classrooms the funding structure that was designed to support a separate system and reimburse the costs of that system becomes an impediment. The funding structure itself, with its rules, its forms, its identification of "allowable" reimbursable costs, becomes a disincentive to change, an incentive to maintain a separate, segregated system.

We look at the special education funding structure then to identify where and how it lends support to separate, non-inclusive education, and where and how it impedes or makes difficult the transition to inclusion. We find that the structure as a whole may be as much of an incentive to maintain the status quo as any particular, individual funding program or formula for distributing dollars.

1.2 Origin of the Study

The study was originated and jointly funded by the Illinois Planning Council on Developmental Disabilities (IPCDD) and the Illinois State Board of Education (ISBE). It follows a 1991 major policy study by IPCDD, "Keeping Kids in Their Home Schools" which made two recommendations regarding special education funding:

> By increasing incentives for programs in the home school, eliminate the current funding incentives which promote placements of children in residential and private day programs.

> A financial analysis should be commissioned to investigate the incentives which now promote placements outside the home school.

It also follows the 1989 creation of Project CHOICES, an ISBE initiative which provided technical assistance and financial incentives to school district pilot projects which returned children and youth from segregated private and public schools to age-appropriate regular public schools. Data from Project CHOICES indicated significantly improved post-graduation employment and community integration opportunities for graduates of the inclusive pilot projects.

At the same time, United States Department of Education data showed that Illinois placed only 2.9 percent of its students with mental retardation in regular classes or resources rooms during the 1989-90 school year, ranking the state 49th in the nation. In the whole nation 26.8 percent of students with mental retardation were being taught in regular classes or resource rooms. [2]

This record led The ARC, a national organization on mental retardation, in 1992 to assign Illinois along with four other states to the Hall of Shame, "because in addition to having the lowest inclusion scores, these five states were found in the worst 10 list for most use of separate schools and in the worst 10 list for least use of regular classrooms and resource rooms." [3]

In originating this study, IPCDD and ISBE recognized the potential link between Illinois' funding and regulatory systems and its lack of service provision for students with developmental disabilities in their home schools. IPCDD and ISBE have not been alone in recognizing that funding affects outcomes.

The Coalition on School Inclusion recommended in 1992 that ISBE "should seek to sever the link between funding, placement, and disability labels. Funding requirements must not drive education and placement decisions for students." [4]

The National Association of State Boards of Education Study Group on Special Education described the relationship between funding and outcomes this way:

> The finance system for special education drives the dual system currently in place and has created barriers to establishing an inclusive education system at all levels of government. ... These funding practices have ... contributed to the segregation of students into isolated programs and have served as an incentive for overidentification of students (with disabilities). [5]

With all of this activity taking place in the background, IPCDD and ISBE commissioned this study to look in depth at all of the funds that support special education in Illinois and to identify all of the disincentives in the funding structure that may influence local school districts not to provide inclusive education for children with disabilities.

1.3 The Student Population Covered by this Report, and Limitations on the Applicability of the Report's Conclusions.

This report does not cover all special education students. It is limited to those students who have been identified by school districts and labeled as Trainable Mentally Handicapped (TMH), Severely Profoundly Mentally Handicapped (SPMH), Physically Handicapped Crippled (PHC), Deaf Blind (DB), and Other Health Impaired (OHI). Students with these exceptional characteristic labels accounted for only 7.2 percent of all special education students in the State in the 1990-91 school year. Table 1 shows a breakdown by exceptional characteristic label of all special education students in Illinois.

TABLE 1

All Special Education Children Ages 0 to 21 By Exceptional Characteristic Labels
Illinois: School Year 1990-91

Characteristics included in the study

Except Char. Label		Number of Students	Percent of Total
TMH		7,109	3.0
PHC		4,154	1.7
DB		56	0.0
OHI		2,880	1.2
SPMH		3,087	1.3
	Total	17,286	7.2

Characteristics not included in the study

Except Char. Label		Number of Students	Percent of Total
EMH		15,494	6.5
LD		107,447	45.0
VI		1,124	0.5
HH		1,571	0.7
DF		1,378	0.6
SL		68,830	28.8
EH		309	0.1
BD		25,386	10.6
	Total	221,539	92.8
Grand Total		238,825	100.0

The student categories chosen for study are those that have traditionally been segregated from their home schools. Students labeled behavior disordered (BD) also have traditionally been segregated from their home schools but were not included in this study because inclusion of students labeled BD in home classrooms requires different services than those associated with inclusion of students with mental and physical disabilities.

Reducing the size of the study population, however, does not reduce the complexity of the study problem and in some ways increases it. Funding sources are not tied to particular exceptional characteristics so that one cannot isolate funds attached to those characteristics. As a result we have had to deal with the total sum of all special education funds even though our study population comprises only 7.2 percent of special education students and, with some exceptions, it has not been possible to identify what portion of the funds supported the study population students. Other studies of special education funding have run into the same problem and have concluded that "the financial reporting system in Illinois for public school districts does not lend itself to cost studies of programs. Policy-makers in this State ... cannot gain access to accurate total cost data for special education, nor can they be given accurate total cost data for other programs in K-12 public education from the annual financial reports of the school districts." [6]

Our recommendations are focused on the financial practices and funding programs that support all special education students. Dollars in Illinois are attached to special education services and not to students. The label of a student is irrelevant to the distribution of State dollars. As a result, if the recommendations for changing financial practices and funding formulas are adopted, all special education programs will be affected, not just those directed at the students with the labels that this study particularly considers.

1.4 A Working Definition of Inclusion.

Since the purpose of this study is to identify disincentives for inclusion a working definition of inclusion is required. Although the definition used is based on the literature, we make no claim for its universality. The sole purpose of the definition in this study is to establish a clear concept of "what it is" that may be discouraged or encouraged by particular funding arrangements and formulas.

TABLE 2
ISBE Least Restrictive Environment Categories

A) regular ed, with consultation to and with the teachers, modification of curricular content and/or educational methodology;

B) regular ed with only speech and language services;

C) regular ed with "A" and with related services;

D) regular ed with special ed less than 50% of the day;

E) regular ed with departmentalized special ed less than 50% of the day;

F) special ed 50% or more of the day, with some participation in regular education;

G) departmentalized special ed 50% or more of the day, with some participation in regular education;

H) full-time special ed class in a regular school building;

I) full-time departmentalized special ed class in a regular school building;

J) full-time special ed class in special public day school or separate wing of a regular school building;

K) full-time departmentalized special ed class in a special public day school or in a separate wing of a regular school building;

L) residential school operated by a public school district;

M) Philip J. Rock Center and School;

N) full-time special ed class in a county or municipal detention center or jail;

O) special ed class on the site of a children's group home, DCFS or DMHDD facility;

P) private day school or out-of-state public day school;

Q) in-state private residential facility or residential school operated by a public school district;

R) out-of-state private residential facility;

S) homebound instruction;

T) hospital instruction

Source: ISBE, Instructions for The Special Education Funding and Child Tracking System, 1991-92

ISBE maintains a data file on where children with disabilities are receiving educational services. The placements run from least to most restrictive. The data categories are shown in Table 2.

The Least Restrictive Environment data collected by ISBE does not include information that is important to the concept of inclusion. There is no way to determine, for example, whether the school being attended is the child's home school, nor is it possible to determine the extent to which children with disabilities are being clustered. Although the first categories are more inclusive than the later categories it is important to note that inclusion has several characteristics not covered in the ISBE continuum of Least Restrictive Environments.

The characteristics of inclusion are:

> Home School: The child with a disability attends the school where he or she would attend were it not for the disability.
>
> Age Appropriate Classes: The child with a disability attends classes with other children of the same chronological age.
>
> Integration of Classes: The child with a disability attends classes with peers not identified as having disabilities.
>
> Integration includes these elements: the ratio of special education students attending any particular school is in natural proportion to the incidence of disability in the community, with the make-up of any special education classroom containing a heterogenous mix of disabilities; the use of general education transportation systems as opposed to the use of special education buses and vans; adherence to the general education school hours and calendar; access and regular use of general school environments according to the regular school schedule (i.e. hallway passing times, recess, the cafeteria, the gym, the library, the office, lockers, the counseling department, etc.); and access to the participation in extracurricular activities, recreation, sports and clubs.
>
> The second part of integration involves the integration of services and staff. Speech therapy, physical therapy, occupational therapy, vision and hearing support, and whatever other supports are needed by the child with disabilities, are delivered in the regular classroom, general school, or natural community environment where these skills are demanded.

The working definition of inclusion incorporates all three elements. **Inclusion is education of a child with disabilities in the child's home school in an age appropriate, integrated classroom.** Any element of the special education funding structure that works against inclusion is a disincentive. Any element of the funding structure that encourages and supports inclusion is an incentive.

Since the data is limited to the LRE codes, the evidence for the existence of disincentives is the extent to which the funding structure encourages and has resulted in the placement of children with disabilities in the more restrictive LRE codes.

1.5 Inclusion is Based on Best Practices

Inclusion is based on research into the practices that best produce desired results. The desired results are explicitly value based and include: personal development of individuals with disabilities; opportunities for them to make choices throughout their lives; access to competitive employment; opportunities to participate in community recreation options; and the ability to live their lives up to their individual potentials. The best practices are those that produce these desired results. Inclusion is the result of what has been found by researchers to be "best practices".

Separate educational systems, schools and classrooms deny students with significant disabilities opportunities to meet peers without identified disabilities, form relationships, and establish friendships. This lack of opportunity has life-long implications for both students with and without disabilities in regards to work, recreation, community participation, and on-going support. Empirical studies have demonstrated that access to integrated settings is the key variable consistently linked to positive outcomes with students with severe disabilities in the establishment of "horizontal interactions". [7]

Inclusion has also been found to provide the future neighbors, employers, political leaders, and providers of health services to persons with disabilities the opportunity to learn about disabilities and how to relate to persons who have disabilities. Since adult relationships are reciprocal, early learning by persons without disabilities makes it easier for integrated relationships to develop naturally - giving the person with disabilities the support systems necessary to live a fuller life.[8]

Results from the State-wide Systems Change Project at Northern Illinois University, Project CHOICES, and the Illinois Community College Integration Project, demonstrate that children and youth involved in integrated education, upon graduation, are more likely to work in competitive jobs, participate in community environments, choose recreation outlets, and have friends and support from peers not identified as having disabilities.[9]

The California Research Institute and others have found that structured reciprocal horizontal (peer-peer) interactions taught in integrated settings enhance skill acquisition and generalization, social skills, and communication skills.[10]

Research by S. J. Taylor at Syracuse University has demonstrated that students with severe disabilities have problems in skill generalization. His findings suggest that the more severe the disability, the greater need to provide instruction where the skill is actually demanded. He cites natural community environments and local public schools as most important.[11]

Several studies have demonstrated that the traditional model of removing a child for an hour of therapy does not result in success with children and youth with severe disabilities. Therapy goals can be met in natural environments.[12]

1.6 What is a "Home School" in Today's World?

Identifying a "home school" is problematical in today's world. Desegregation, the establishment of magnet schools, and the closing of rural schools have all contributed to centralization, increased transportation and severing the tie between a particular home and a particular school.

In some urban areas the local school is so bad that parents of regular students have no desire to send their children to the "home" school. The reluctance of parents of children with disabilities in those neighborhoods is even greater.

Inclusion addresses the problems rooted in separateness, but brings special education face to face with all of the problems and quirks of regular education. As the wall of separation breaks down, all families have to deal with the same issues of quality, convenience and results.

Although the "home school" may not be easily identified, it can be defined operationally as the school a child with disabilities would go to if the parents of that child were able to exercise all of the choices available to other parents in the neighborhood.

1.7 Methodology

Funding does not exist in isolation. Individuals, groups and organizations are funded to engage in particular activities. In order to understand the effects that funding streams and formulas have it is also necessary to understand the structures through which they flow. A stream and the terrain through which it flows are symbiotic. For that reason this report is as much about the structure of special education as the financing.

We reviewed the history of special education in Illinois, its administrative structure, its governance, the providers of services, the laws, the rules and regulations, and the incidence of disabilities. Our primary sources were: federal laws, state statutes, rules and regulations, articles of agreement, state documents and reports.

We identified all of the federal and state dollars flowing into special education, the practices and formulas by which the dollars were distributed, and the local districts, coops and joint agreements that received the funds. Our primary sources were: federal laws, state statutes, rules and regulations, and State Board of Education forms, instructions, and fiscal documents.

To the extent possible, all data on children and money are from the 1990-91 school year - the last year for which statistics were readily available at the beginning of this study. Unless otherwise indicated in the text, the reader may assume that all numbers come from that year. Where data comes from another school year it is so indicated in the text.

Using the Fund and Child Tracking System (FACTS) data tapes along with data files for individual reimbursement programs maintained by the State Board of Education, we identified the educational placements and the funding sources for the target population. With the exception of the Extraordinary, Private Tuition and Orphanage reimbursement programs, we were not able to attach aggregate dollar costs to exceptional characteristics or to educational placements.

There are some discrepancies in the numbers used in different Tables and summaries that should be explained. The numbers come from three primary sources: the December 1, 1990, headcount of special education students, which lists all students as of that day; program data files which include all students that have been served by that program any time during the year; and State Board of Education budget documents. Although individual counts may be different, the percentage distribution of students and dollars should not be affected by the different sources.

Whenever possible, the analysis concentrates on elementary and high school students. Infants, toddlers and preschool children were removed from the data in most cases. This was not always possible, however, and care should be taken before automatically comparing numbers from different Tables and Appendices.

We selected 20 local school districts and/or cooperatives to provide information from the local perspective on how the funding system works and the effects that it has on services provided and outcomes. The 20 districts and/or cooperatives were selected to provide: geographic representation across the State; a mix of urban and rural, large and small, wealthy and poor; and representation of programs that were both more and less inclusive. The districts and cooperatives selected are listed in Appendix A. Participation in the study was voluntary. One district we originally asked did not participate; one district expressed initial reluctance but later agreed to participate; the others readily assented to the request to participate.

Each of the districts was asked to provide a copy of its comprehensive special education plan, where appropriate a copy of the articles of agreement under which they operated, and basic financial information. An open ended, face-to-face interview was conducted with one or more local administrators to determine local practices and attitudes relative to special education programs and finances, and the ways that dollar allocation formulas affected decisions concerning the placement of children and the options offered.

A small group of parents was recruited in each of the selected districts and/or cooperatives. In a face-to-face group meeting, usually in a private home, the parents were asked to talk about their experiences with the education of their children and the options that had been offered their children.

A small Advisory Group made up of parents was used by the research team. Two meetings were held with the Advisory Group: the first at the beginning of the project to discuss its scope, and the second near the middle of the project to discuss the interview formats that were used with the local administrators and the local parents.

The analysis of the information gathered from these sources and the conclusions reached are the sole responsibility of the research team. We have taken care in writing this report to make clear the steps we have taken in the analysis and to lay out the evidence on which we have based conclusions so that readers can make their own judgements as to the adequacy of both.

1.8 Outline of the Report

Chapter 2 describes the structure of special education in Illinois. This includes the legal, administrative structure, and the relationships among ISBE, the regions, the special education cooperatives, joint agreements, local districts and private providers. There is a description of where, and in what settings, special education services are delivered and how this varies by region, and by wealth and size of school district.

There is a general overview of funding, where the dollars come from, and who has the responsibility for spending the money and for oversight. The chapter also provides a brief history of special education in Illinois.

Chapter 3 provides a detailed look at the funding of special education. The basic concepts underlying the funding of both regular and special education are described along with how the two different funding systems interact and build on each other. The question of who pays for special education and how this varies among districts is addressed.

All of the federal and state special education reimbursement programs are described along with the dollar amounts that flow through each. The distribution formulas are analyzed and where the money goes and how this varies across the state by geographical region, and wealth are described. The relationship among a child's exceptional characteristic label, the LRE placement of the child and the funding source of the program is analyzed.

Chapter 4 describes the disincentives to inclusion in the existing special education system. Each of the funding streams supporting special education is analyzed for its built-in assumptions about program, its identification of reimbursable costs, its relationship to other funding streams, its effect on local district resources, and impact on where and how special education services are delivered.

The chapter also includes a discussion of other disincentives to inclusion that are not directly the result of funding formulas but have financial implications not addressed in the current funding structure. We attempt to place the financial disincentives for inclusion in perspective in a discussion of the concerns and attitudes expressed by administrators and parents during our interviews.

Chapter 5 presents our recommendations. A funding system without disincentives for inclusion is described. The recommendations by the National Association of State Boards of Education are analyzed and funding systems in selected states that have already approached the problem of funding disincentives are described.

Two basic alternatives for action in Illinois are presented. The first alternative is starting over again and building a new funding structure for special education. What that structure might look like is described. The second alternative is tinkering with the existing funding formulas. Specific changes to remove specific disincentives are recommended.

CHAPTER II

SPECIAL EDUCATION IN ILLINOIS

2.1 Introduction

The purpose of this study is to look at the funding of special education in Illinois and to see how that funding influences the placement and education of children with disabilities. Funding, however, takes place within an institutional structure. It is shaped by that structure, and in turn shapes the structure as people respond to how dollars flow.

Dollars do not float freely in the public sector. The General Assembly appropriates money to specific entities for specific purposes. Specific circumstances or specific actions serve to turn on the money tap. This study is based on the premise that whatever dollars are attached to tends to get done, tends to expand and tends to grow. (Whatever dollars are not attached to, tends not to get done and tends to diminish.) Institutional structures grow up around the circumstances and actions to which dollars are attached and become an added reason for dollars to continue to flow in established ways. The incentives (and disincentives) in a system are therefor not just financial, they are both institutional and financial.

This chapter looks at the structure of special education in Illinois and its history, to provide background for a more detailed discussion of special education funding.

2.2 Special Education is a Separate System.

In the state of Illinois children who are perceived as different in any way, or who cannot adapt to the regular school environment, are sought out, identified, tested, evaluated, classified and placed in special education. Although this group of "different" children includes children with mental retardation and physical handicaps, it also includes students classified as learning-disabled, slow learners, and those with behavior disorders or requiring speech and language services.

Special education in Illinois is a system held apart from regular education. Education is a dual system, from top to bottom. The terminology employed by education professionals, and indeed the very law itself, emphasize the separateness.

"Exceptional" or "special" children are "placed" in "special" education classrooms, taught by "special" teachers in specific "categories." This activity often takes place in a "special" school apart from the student's neighborhood school, built by funds generated by "special" taxes. "Special" teachers are paid partly from funds provided by "categorical" state reimbursements through the Department of Special Education, Illinois State Board of Education. "Special" teachers must be supervised by professionals trained in their specific "special category." Mid-level service providers or "special" education cooperatives dominate the delivery of services to students identified as having "special needs." A separate system of funding programs based on complicated formulas provides "categorical" funding to service units which provide "special" education.

All of special education - the organizational structure of the service providers, the teacher certification requirements, the statutes and regulatory law, the funding formulas and the labels applied to both children and to teachers - fosters separation and segregation.

2.3 The History of Special Education in Illinois

Special education in Illinois reflects the diversity of the State and its long tradition of self-determination. There is little uniformity in structure or practice. For every rule of thumb there are several exceptions.

In 1990-91 school year Illinois had 955 school districts. Of these 417 were elementary districts, 114 were high school districts, and 424 were unit districts that ran both elementary schools and high schools. There were 91 service providers of special education; 66 of these were cooperatives or joint agreements made up of member school districts, and 25 of these were individual school districts (usually larger ones) that provided their own special education. In addition there were 11 regional entities that provided some services for low incidence disabilities.

Illinois public schools served over 1.8 million students, with an average daily attendance of 1.6 million. Of that number 232,000 were in special education, and 12,800 were identified as having the disabilities that are the subject of this study.

In a recently published history of educational service delivery models for children with severe disabilities, the California Research Institute described several time periods in which the value society placed on persons with disabilities influenced the educational service delivery systems. Education progressed from no services at all, to custodial services and warehousing, to education in segregated special schools, to education in the regular education classroom in the local public school. These national trends profoundly influenced the provision of special education in Illinois.

Much of the change in special education came as the result of federal and State laws. Court decisions, both in this State and in others, at times speeded change, and at times impeded change. Legislation and judicial decisions are part of the history.

2.3.1 No Schools

The period of "No schools" was marked by the attitude that children and youth with severe disabilities were uneducable, and therefore were not entitled to public school education. Indeed, neither the Free School Act of 1825 nor the Common School Act of 1845 even mentioned education for children with disabilities. The Illinois Constitution of 1870 guaranteed only a "common school education" for the children of Illinois. The courts further defined this guarantee as a "good common school education," placing its definition within the discretion of the legislature. [13]

During this time Illinois was primarily a sparsely populated agrarian State with family owned and operated farms as the major economic employer. Medical services consisted of small town and traveling country doctors and the infant mortality rate was much higher than it is today. Babies born with disabilities, who did survive to childhood and young adulthood, were kept in the family home or were sent away to residential institutions. Children and adults with mild disabilities were also cared for by the family, and often lead successful and productive lives in occupations that demanded little or no formal education.

2.3.2 The Establishment of Residential Institutions

With the early 1800's came the development of residential schools. State schools, typically for the deaf and the blind, were established in a number of states, beginning in 1823 with the Kentucky School for the Deaf. The Illinois Asylum for the Education of the Deaf and Dumb (now known as the Illinois School for the Deaf) was established in 1839. The state of Pennsylvania in 1852 began to provide funding for the education of children with mental retardation in private schools. [14]

By the late 1800's these residential schools had evolved into massive public institutions that were little more than warehouses for persons with disabilities. State residential institutions in Dixon, Lincoln, Kankakee, Jacksonville, and Anna flourished until the mid-twentieth century. The first legal challenge in Illinois to the notion that children with disabilities were uneducable, and thus could be excluded from public education, did not come until 1958.

In Department of Public Welfare v. Haas [15] the state of Illinois sued the father of a boy who resided at a state institution, for violation of a law requiring parental contribution toward a child's institutional maintenance. In his defense, the father claimed that his son was entitled to a free, public education under the 1870 Constitution, and that the state was thus compelled to support his son's institutional care. The Supreme Court rejected this defense, declaring that the state was responsible only for the education of those children who had a capacity to learn in the system. As the legislature had not included provisions for the delivery of education to children with special needs, the state was not constitutionally compelled to provide a free, public education to those children. [16]

2.3.3 Segregated Public Programs

Local special education services began to develop in the late nineteenth and early twentieth centuries. The city of Boston established a public day school for deaf children in 1869. At the turn of the century similar programs for children with mental retardation were in place in Providence, Rhode Island. [17] At about the same time, the Chicago public schools were initiating classes for physically handicapped and visually impaired students. Classes for deaf children were established in the Chicago public schools in the mid-1870's. The Illinois legislature in 1897 provided funds for the instruction of deaf children by certified teachers.

The turn of the century resulted in additional, but limited funding for children with special needs in Illinois. "Excess cost" formulas providing fixed sums of money for the education of deaf, blind and "delinquent" children were available by 1911. Two years later children with mental retardation were added to the list of children eligible for reimbursement by the state. By 1923 Illinois districts were required to set aside funds for a Crippled Children's Instruction Fund, but were reimbursed by the state for excess costs up to $300 per child.

Segregated public school programs for students with mild disabilities appeared in scattered areas of Illinois in the late 1940's and early 1950's. As early as 1942 the Illinois legislature did provide legislation designed to encourage and assist local school districts to provide services to "all children in need." However, this legislation did not mandate the provision of services and participation was still strictly optional. [18] Children and youth with more significant disabilities, however, were still not being educated in Illinois public schools.

2.3.4 The Federal Response

In the 1950's Congress began to recognize the need for expansion of educational programs for children with special needs. The year 1958 brought the first significant federal legislation supporting special education. Public Law 85-926 offered grants to colleges and universities for teacher preparation in the field of deaf education. In 1963 Public Law 85-926 was expanded to include the training of teachers for all children with disabilities.

In most cases, state institutions housing children with disabilities did not provide education to their residents. In 1965 Congress passed Public Law 89-313 intended to encourage the development of education programs for children in state supported facilities. This law, combined with the Elementary and Secondary Education Act described in the next paragraph, still provide a significant amount of funding to Illinois for the education of children in state supported programs. Although the Act is now called Public Law 100-297, it is still commonly referred to as Public Law 89-313 or by its more recent title, Chapter I Handicapped.

In 1966 Congress enacted the Elementary and Secondary Education Act, to aid states in the development of new programs and expansion of existing special education programs. These grants could be used for equipment purchases and for building construction, planting the financial seeds for more segregated facilities, separate and distinct from the regular schools. [19]

By 1970 Congress had amended the Elementary and Secondary Education Act with the Education of the Handicapped Act, Public Law 91-230, which gave additional administrative responsibility for special education to the federal government. [20]

2.3.5 A Period of Rapid Change

The late 1960's and the early 1970's were marked by significant national events in special education. Pictorial exposes such as those presented by Burton Blatt (1970) and Geraldo Rivera

(1972), depicting the treatment of persons with disabilities in institutional settings began to raise moral and constitutional questions. Parents began to unite, to establish local and national organizations and to set up special non-public schools in church basements and storefronts. Private for-profit groups began to emerge, as individual public school districts debated how best to serve students with more complex learning challenges.

Parents and other advocates began increasingly to turn to the courts for expanded educational rights for children with disabilities. Significant federal court decisions in Pennsylvania and Washington, D.C. in 1971 and 1972, respectively, affirmed the rights of children with disabilities to a free, publicly funded education. [21]

In 1974, Congress amended the Education of the Handicapped Act to reflect the court opinions in the Pennsylvania and D.C. cases. These amendments incorporated many now familiar aspects of special education. They established state goals for the education of all children with disabilities, provided for identification, testing and categorization of children with disabilities, and mandated procedural "due process" safeguards for students.

Additionally, the Education of the Handicapped Act, as amended, very clearly stated that children with disabilities are to be placed in the "least restrictive environment," or LRE. Children with disabilities are not to be removed from the regular education environment unless their disabilities prevent them from being effectively educated in the regular setting. In other words, according to the Education of the Handicapped Act, exclusion from regular education may occur only if the nature of the child's handicap is so severe that, even with the aid of supplementary aids and services, he or she cannot be educated in the regular environment. [22]

The federal government further expanded the educational rights of children with disabilities and injected additional money into state special education systems through the enactment of the Education for All Handicapped Children Act of 1975. This law, as amended and commonly referred to as Public Law 94-142, expanded the definition of a free, public education and added references to the use of technology and related services.

In order to receive federal funding, states are required to submit a plan to the U.S. Commissioner of Education which demonstrates that all children with disabilities enjoy the right of a individualized free and appropriate public education. States are also required to provide documentation that a system for identification of children with special needs is in place and that the state is bound by procedural due process. [23] Congress intended this program to eventually reimburse states for 40 percent of the excess costs of special education, but the program has never been fully funded. [24]

The Education of All Handicapped Children Act was amended in 1990 by the Individuals with Disabilities Education Act (IDEA). Although the public law number was changed to 101-476 through amendment, most special education professionals and the State Board of Education's data keeping system continue to refer to IDEA as "94-142."

2.3.6 Legislative and Judicial Activity in Illinois

Public sentiment combined with the flurry of federal activity resulted in rapid change in Illinois as well. In the aftermath of Department of Public Welfare v. Haas in 1958, and realizing they could find no help in the Illinois courts, parents and advocates turned to the legislature for expanded educational opportunities for children with disabilities. The result was the Act to Revise the School Code Provisions for the Handicapped in 1965. [25] Under the 1965 legislation, all school districts were required to either provide services to children with disabilities on their own or join with other districts to form special education cooperatives.

This legislation was particularly significant because the courts subsequently ruled that it imposed an obligation on local districts to establish special education facilities. The law made no mention, however, of where and how children with special needs were to be educated, and more importantly, whether those children were to be considered a part of the already existing educational system, or part of a separate, special system.

With the 1965 legislation which became effective in 1969, Illinois required public special education earlier than many other states. According to Frederick J. Weintraub and Joseph Ballard in Special Education in America: Its Legal and Governmental Foundations, most of the legislative activity mandating special education on the state level occurred between 1970 and 1975. They report that almost 70% of the states had enacted such legislation by 1972, and that all but 2 states had done so by 1975.

The 1970 Constitution broadened the 1870 mandate for "a good common school education" to educating "all persons to the limits of their capacities." Although it is clear that the framers intended to provide special education beyond the traditional system, the courts were reluctant to follow suit. In 1977, the Illinois Supreme Court in Pierce v. Board of Education,[26] interpreted the new language to be merely a goal and not a constitutional mandate to provide special education, but that decision was reversed a year later in Elliot v. Board of Education. The Court added in that decision that local school districts were obligated to pay the tuition of children with disabilities placed in private schools.[27]

To access federal funding through the Education of All Handicapped Children Act, Illinois in 1978 enacted Public Act 80-1405 which reaffirmed Illinois' commitment to individualized free and appropriate public education, and also emphasized the importance of private facilities in the delivery of services to children with disabilities. Most importantly, P.A. 80-1405 stated that special private schools were a contractual extension of the public system.[28]

In response to P.A. 80-1405, school districts across Illinois developed various service delivery models for complying with the federal and state mandates. The wealth of local communities, location in the State and size of the district were all factors contributing to the kind of special education structure established by school districts. Cooperative agreements were established by a majority of school districts across Illinois as a way to combine resources and save money.

Some districts clustered students according to their disability labels in isolated wings of public schools. Other districts chose to build separate special education schools. Segregation of students with even mild disabilities became the norm for most school districts and the state supported these plans with funds specifically identified for building special education facilities.

A basic philosophical belief prevalent with most educators at the time was that students with significant and even mild disabilities needed to be protected from their same age peers and from the community at large. In fact, only a handful of cooperative arrangements in Illinois chose not to build separate facilities.

In response to PL 94-142's ambiguous wording on least restrictive environment (LRE), the Illinois State Board of Education recognized a continuum of services in the State Education Plan and developed a formalized procedure for tuitioning students away from the regular education classroom. A dual system of education was effectively established with separate teacher training programs at institutions for higher learning, different teacher certification requirements, and different funding systems.

In the 1980's there was increasing movement toward integrating students with severe disabilities into regular public schools. LaGrange Area Department of Special Education (LADSE), DeKalb County Special Education Association (DCSEA), and School Association for Special Education in DuPage County (SASED) were among the innovators of clustered educational sites for students with severe disabilities in their local public schools and communities.

As a result of the success of these early initiatives, Project CHOICES (Children Have Opportunities in Communities EnvironmentS) was implemented statewide by the Illinois State Board of Education and Northern Illinois University to allow students with moderate and severe disabilities access to regular public school education buildings and age-appropriate class peers not identified as having disabilities. Today there is a movement toward full inclusion of all students regardless of disability in their home schools and regular education classrooms.

2.3.7 Recent Case Law Regarding Inclusion

Two significant federal court cases decided in 1992, one in California and another in New Jersey, have reaffirmed the right of children with disabilities to be included in regular classrooms.

In California, the parents of Rachel Holland, a nine-year-old girl with developmental delays, challenged the Sacramento school district's placement of their daughter in a special classroom for all academic subjects.[29] The judge ruled that IDEA's clear preference for mainstreaming "rises to the level of a rebuttable presumption." This means that the presumption in favor of inclusive education is so strongly expressed in law that it is must be followed unless the school district offers convincing evidence to the contrary. One of the lawyers for the Hollands commented on the significance of the decision:

> This ruling in Rachel's behalf will make segregation of children with any disability much more difficult. It supports the intent of IDEA, the Individuals with Disabilities Education Act, which protects the right of every child with a disability to a free and appropriate public education in the least restrictive environment. This means that every effort must be made by school districts to place children with disabilities in the regular classroom first, with appropriate support and adapted to his or her needs, before considering a more restrictive placement in a self-contained class.[30]

The New Jersey case involved Raphael Oberti, an eight-year-old child with Down's Syndrome which severely affects his ability to communicate verbally. The Clementon School District cited Raphael's poor behavior in an integrated kindergarten class as a basis for his placement in a segregated special education classroom. His parents challenged the segregated placement and won in court.[31]

The Judge ruled that the school had made no effort to consider placement in a regular classroom with appropriate supports, and that this failure to provide supports resulted in the child's inappropriate behavior. The inappropriate behavior was then used to justify a restrictive placement.

The judge characterized the district's efforts to explore alternatives as "perfunctory." He said the Oberti's experts convinced the Court that strategies could be implemented within the regular classroom to achieve the desired results, without placement in a self-contained special education classroom. Ruling that the district had violated IDEA, the Court ordered the district to develop an inclusive education plan for Robert and to pay the Oberti's legal fees.

2.4 The Governing Structure of Special Education in Illinois.

Public sector special education in the state of Illinois can be described generally as a three-tier system of regionals, cooperatives and local school districts. Although legal responsibility for the education of all children with disabilities lies with local school districts, special education cooperatives deliver most of the services.

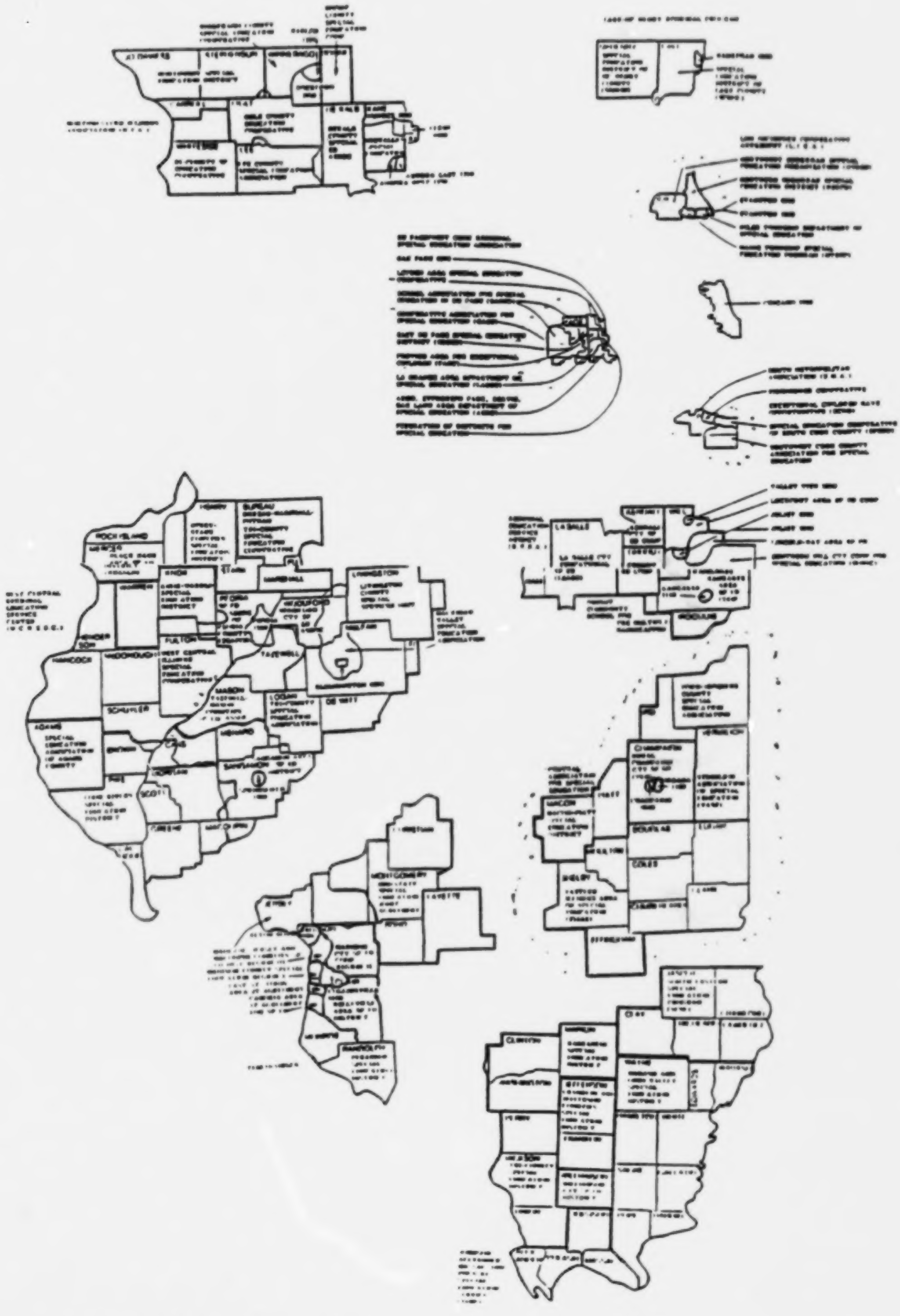
In addition to the established public special education system, over 300 private institutions, both in and outside of Illinois, are approved for the placement of children with disabilities from Illinois public schools. In December, 1990, some 6,700 Illinois children with disabilities were educated in private facilities. Many private schools offer both day and residential components. Most of the private facilities in Illinois are clustered in the Chicago metropolitan area. The number of private facilities decreases as one travels south in the state, with few or no facilities in the southern third of the State.

2.4.1 Regional Programs

It is helpful to think of the regional programs as "super cooperatives." They are composed of both special education cooperatives and single-district service units. (The exception is Chicago School District #299 which acts as its own regional program.) In the 1960's the State Board of Education organized the state into 11 regions to provide services to students with low incidence disabilities. The regions are also referred to as "94-142 Discretionary Programs," as some of their funding comes from the State's share of 94-142 Part B funds. Figure 1 shows the boundaries and makeup of the regions.

FIGURE 1: 94-142 Discretionary Programs

1990-91 Boundaries


ROCK ISLAND
HENRY
BUREAU
STARK
MARSHALL
KNOX
LIVINGSTON
FULTON
HANCOCK
McDONOUGH
TAZEWELL
SCHUYLER
MASON
LOGAN
DE WITT
ADAMS
CASS
PIKE
SCOTT
GREENE
MONTGOMERY
FAYETTE
LA SALLE
MACON
DOUGLAS
COLES
SHELBY
CLINTON
JEFFERSON

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Typically, regionals provide services and resources for students with vision and hearing disabilities, and students with multiple disabilities. The specific roles of regional programs vary greatly. Some regionals are service units, meaning the regional itself, not the cooperative or the local district, provides services directly to students. Others handle administrative and fiscal responsibilities regarding students with low incidence disabilities for the member cooperatives and local districts, and provide training and support services for school districts and teachers.

In the early 1980s, regionals expanded their services greatly, creating conflict with later federal laws mandating decentralization of education for children with disabilities. The State Board of Education has started reducing the role of the regionals by sending the 94-142 discretionary funds for low incidence services to cooperatives and single-unit districts rather than to the regions. This change became effective in the 1992-93 school year and is expected to produce "better local planning, provide a more predictable fund base and allow an annual increase in funding proportional to Federal Part B funding increases." [32]

Staff of the State Board of Education say that the role of the regions will continue to diminish. A few are already in the process of dissolving. [33]

2.4.2 Mid-Level Service Units: Cooperatives and Joint Agreements

Although local school districts have the legal responsibility for educating all children residing within their boundaries, most districts in Illinois have contractually transferred the burden of planning, administration and the actual delivery of special education to special education cooperatives. The cooperatives were formed in the 1960s and now number 69 statewide. In sparsely populated areas of the State they may cover several counties. Figures 2 and 3 show the boundaries of the 69 cooperatives and 24 single districts that provide special education services in the State of Illinois.

Outside of the City of Chicago and the larger cities Downstate, the cooperatives provide most of the special education. Statewide, they include 64 percent of all students, 68 percent of

FIGURE 2: Illinois Special Education Service Units
Downstate, 1990-91 Boundaries

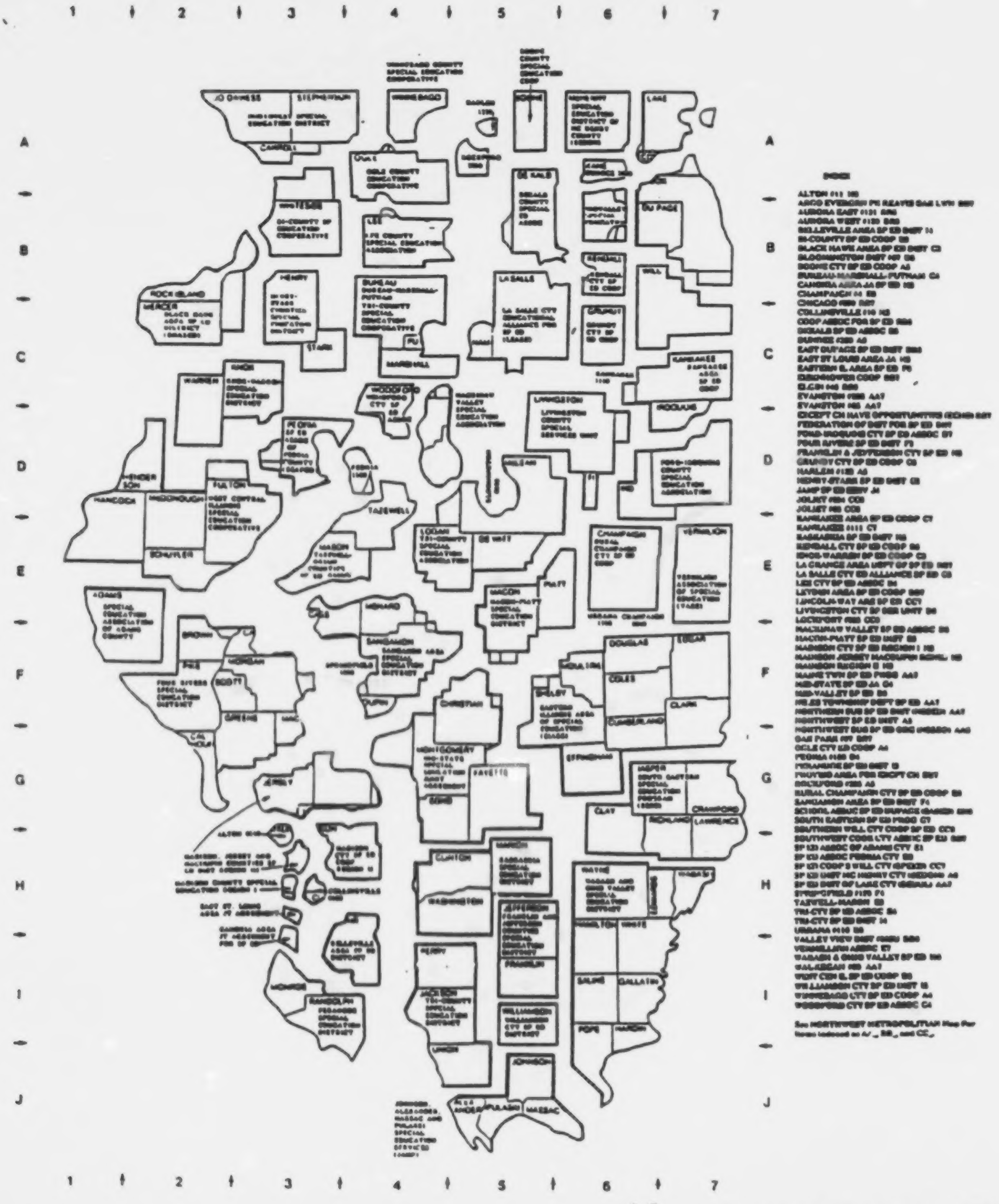

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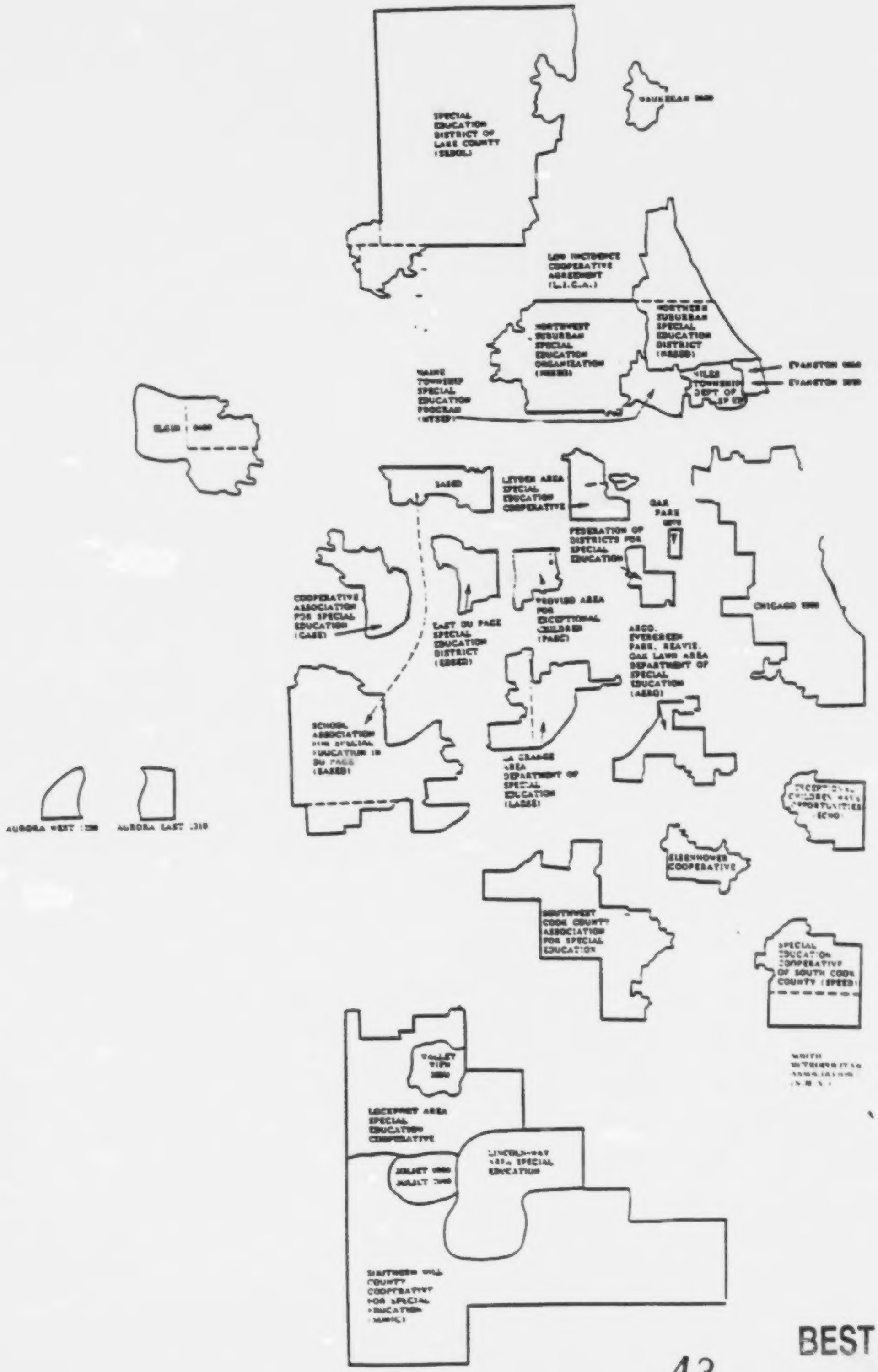
FIGURE 3: Illinois Special Education Service Units

Chicago Metropolitan Area, 1990-91 Boundaries


SPECIAL EDUCATION DISTRICT OF LAKE COUNTY (SEDOL)
WAUKEGAN
LOW INCIDENCE COOPERATIVE AGREEMENT (L.I.C.A.)
NORTHERN SUBURBAN SPECIAL EDUCATION DISTRICT (NSSED)
NORTHWEST SUBURBAN SPECIAL EDUCATION ORGANIZATION (NSSEO)
EVANSTON
EVANSTON
MAINE TOWNSHIP SPECIAL EDUCATION PROGRAM (MTSEP)
NILES TOWNSHIP DEPT OF SP ED
ELGIN
SASED
LEYDEN AREA SPECIAL EDUCATION COOPERATIVE
OAK PARK
FEDERATION OF DISTRICTS FOR SPECIAL EDUCATION
COOPERATIVE ASSOCIATION FOR SPECIAL EDUCATION (CASE)
EAST DU PAGE SPECIAL EDUCATION DISTRICT (EDSED)
PROVISO AREA FOR EXCEPTIONAL CHILDREN (PAEC)
CHICAGO
AERO, EVERGREEN PARK, BEAVIS, OAK LAWN AREA DEPARTMENT OF SPECIAL EDUCATION (AERO)
SCHOOL ASSOCIATION FOR SPECIAL EDUCATION IN DU PAGE (SASED)
LA GRANGE AREA DEPARTMENT OF SPECIAL EDUCATION (LADSE)
AURORA WEST
AURORA EAST
EXCEPTIONAL CHILDREN HAVE OPPORTUNITIES (ECHO)
EISENHOWER COOPERATIVE
SOUTHWEST COOK COUNTY ASSOCIATION FOR SPECIAL EDUCATION
SPECIAL EDUCATION COOPERATIVE OF SOUTH COOK COUNTY (SPEED)
SOUTH METROPOLITAN ASSOCIATION (S.M.A.)
VALLEY VIEW
LOCKPORT AREA SPECIAL EDUCATION COOPERATIVE
JOLIET
JOLIET
LINCOLN-WAY AREA SPECIAL EDUCATION
SOUTHERN WILL COUNTY COOPERATIVE FOR SPECIAL EDUCATION (SWCCSE)

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all special education students, and 54 percent of the target students for this study. One local district superintendent interviewed for this study stated that, through the cooperative, special education almost "runs on automatic pilot" directing the testing, placement and education of the children identified by the local schools. Often, there is a distinct lack of a feeling of local "ownership" of children with special needs among district administrators and teachers. The superintendent expressed a sentiment common with other local administrators interviewed. "We pay them (the cooperatives) to do this (special education), so we should let the professionals handle it."

2.4.2.1 The Legal Foundation for Cooperatives

Cooperatives, or joint agreements, are based in Illinois law. Ill. Rev. Stat. Ch. 122, §10-22.31 and §10-22.31a state that school boards may enter into cooperative agreements with other school boards to "provide the needed special education facilities and to employ a director and other professional workers." Policy for a cooperative is set by a board of directors. These governing boards are typically composed of superintendents, board members and directors of special education of the member school districts. Regional Superintendents (elected from counties, or multi-county areas) are sometimes also included on these governing boards.

There is no set way to organize, administer or fund a cooperative. Everything depends on the terms of the individual agreement entered into by the member school districts. The Board of Directors typically, however, designates the administrative district, approves the budget, establishes membership fees, amends the articles of agreement and employs the director and staff. Where more than 17 districts are parties to the joint agreement, governing boards may appoint executive committees of at least 7 school board members from among the governing board to administer the routine business of the cooperative. Cooperative boards that have established executive committees typically meet only quarterly or perhaps twice a year, while the executive committees meet monthly.

The constituent districts must either designate one of themselves as the administrative district "to act as the fiscal and legal agent for the districts that are parties to the joint agreement," or establish a governing board, "composed of one member of the school board of each cooperating district and designated by such boards to act in accordance with the joint agreement." The latter governing boards are "legal entities," but are prohibited from levying taxes or incurring indebtedness "except within the annual budget for the joint agreement approved by the governing board and by the boards of at least a majority of the cooperating school districts or a number of districts greater than a majority if required by the joint agreement."

The cooperative can be organized to run programs and provide services itself. These services can be provided at a cooperative site, or at a site owned by a member school district. Or the cooperative can be organized in such a way that one or more individual member districts run programs and other districts participate in them.

2.4.2.2 How Cooperatives Get Their Funding

Joint agreements are contractual organizations and are not governmental units by strict definition; they do not have taxing powers. Joint agreements must rely upon member districts for funding to carry out their programs. Money flows from the districts to the cooperatives in a number of ways.

In some cases, and especially where the member districts are of relatively equal wealth and size, member districts equally share the cooperative's administrative costs and are generally billed for those costs on a monthly or quarterly basis. In some cases psychological services are also equally shared by the member districts. In other cooperatives, administrative costs and other costs associated with overhead are paid by the member districts in proportion to their total student enrollments. Instructional costs are typically prorated according the average monthly enrollment of students from member districts, or upon actual days enrolled for those students attending particular coop programs.

Cooperatives occasionally provide services to children who do not reside in one of the member school districts. In these cases, a tuition charge that covers the full local cost of the child's education is paid to the cooperative by the child's resident district.

If the cooperatives themselves hire staff or run programs, they are eligible to receive reimbursement from the State's Personnel and Extraordinary funding programs. Cooperatives are also designated by the State Board of Education as the grant applicant for federal IDEA funds which are disbursed on a per student basis. Much of the federal dollars stay with the cooperatives, but in some of the cooperatives a portion of the dollars pass through the cooperative in subgrants to the member school districts to help defray the costs of cluster sites and programs provided on the campuses of the various member districts.

Membership in a cooperative provides what one administrator at the State Board of Education described as "a kind of insurance policy" to school districts against the unknown with regard to children with needs that have high costs attached. For several years, there may be no such children in the district, and then there may be several. But if the school district pays every year an amount based on membership or other criteria, the cost of special education becomes more of an on-going cost and the district escapes the roller coaster effect on its budget. The responsibility for planning for special education is also then shifted from the local district to the cooperative. [35]

2.4.2.3 Centralized Cooperatives

Centralized cooperatives run their own centralized, segregated schools for special education students, built with "special" monies and staffed by specialized professionals. Unlike member school district buildings, these special schools were built in the recent past specifically for students with disabilities and with accessibility in mind.
Centralized cooperatives employ and supervise the teachers and aides who provide the special education services within the cooperative.

The more centralized the cooperative and the more direct services that the cooperative provides itself with its own resources, the more hurdles there are to bringing the special education student back to his or her home school and home classroom.

Centralized cooperatives that provide a lot of services are relatively common in the suburban areas of the State, where population growth in the 1960s and 1970s coincided with the mandates for special education. There was pressure for space, new school buildings were being built anyway, and with an influx of money for special buildings, new segregated special schools were almost a natural outgrowth. Cooperatives and single district providers that actively moved in this direction 20 years ago and have worked on improving their programs in the intervening years are among those having the greatest difficulty shifting gears again now and moving toward inclusion.[35]

2.4.2.4 Decentralized Cooperatives

Decentralized cooperatives concentrate on administrative responsibilities. Like all other cooperatives, they submit child counts to the State Board of Education, process grant applications for federal monies and handle various types of record-keeping duties for their member districts. These cooperatives may exist only as small, storefront offices, providing services through a network of either cluster sites scattered among the member districts, or through integrated programs at age appropriate schools throughout the cooperative's territory.

In decentralized cooperatives, co-op staff are more likely to be in a supportive role and spend a great deal of "windshield time," traveling between schools. The front-line special education teachers and aides are typically employees of the local school districts rather than the cooperative. They work in the local school district buildings and are far more likely to be perceived as members of the local school community than are cooperative employed teachers, particularly those working in segregated facilities. Increased opportunities for interaction between special and regular teachers are the result.

2.4.2.5 Cooperative Leadership and Movement Toward Inclusion

Depending on the leadership of the cooperative, a cooperative can be a force for inclusion, or a force against inclusion. Articles of agreement and the rules of the State Board of Education make it difficult for a school district member of a cooperative to go it alone - either to bring its own children back from an unwilling cooperative, or to maintain a segregated system of special education when the cooperative is moving toward inclusion.

Many articles of agreement include clauses which provide that member districts will accept sanctions if they refuse to follow the cooperative's stated policy. Member districts must often give 9 to 18 months notice of intent to withdraw from a joint agreement. Withdrawal is always predicated on full payment of any debt to the cooperative, as well as a demonstration that the withdrawing district can provide a complete array of special education services on its own.

The State Board of Education requires the filing of a comprehensive plan for providing special education services whenever a cooperative or joint agreement is formed and whenever a school district wishes to join or leave a cooperative. For example, if a local district desires to establish its own special education program, both the local district and the cooperative the district is leaving must file comprehensive plans with the State Board. The individual district must provide evidence that it can deliver services to all its children and the cooperative must prove that it can continue to provide services without the support of the exiting district. If a local district moves from one cooperative to another, both cooperatives must file new comprehensive plans with the State Board. All new plans must show how the provider will deal with virtually every contingency which could arise within the provision of special education. New programs must be certified by the State Board of Education and the Director of Special Education for that program must be approved by the State Board. [36]

These provisions can be a help to Directors of Special Education who are pushing for integration, by limiting the haste and ease with which districts favoring segregation can exit the agreement. However, these same provisions can also hinder a district which favors inclusion from exiting a cooperative whose policy favors segregation. For example, when the Burbonnais School District wanted to establish its own localized special education program in the late 1980s, it was forced to sue its joint agreement in order to break the contractual ties that prevented it from employing its own special education teachers and returning students to local schools.

2.4.3 Single District Service Units

Although most school districts are members of cooperatives, 25 school districts in the State deliver special education services "in-house" and as such, are not members of cooperatives. These school districts are sometimes referred to as single-district service units. These are typically larger, more urban, school districts with higher numbers of special education students and more resources to use in the education of those students.

Like cooperatives, single district providers may have more or less centralized or segregated special education programs. The nature of the program often depends on the policies of the individual director of special education. Unlike school districts that are members of cooperatives, however, single district providers can change practices without taking into account other districts or a cooperative structure.

2.4.4 The Use of Private Facilities

Private schools play a large role in Illinois in providing special education services to children with disabilities. Although local public school districts have the legal responsibility for educating all students with disabilities, they may contract with private schools to fulfill this responsibility. Illinois courts have traditionally considered private special education schools as contractual extensions of the public system.

Local school districts may place students in private schools which have been approved by the State Board of Education and whose rates have been set and approved by the Governor's Purchased Care Review Board. The 1990 list of approved non-public schools issued by the State Board of Education includes 418 schools, with 317 in Illinois and 101 in other states. A single operating agency can run multiple school sites. See Appendix B for a listing of private schools, operating agencies, and the number of their students.

According to the State Board of Education's December 1990 child count, 6,668 students, a little less than 3 percent all special education students, were being educated in 279 private schools. Of that number, 20 percent were in residential schools, and 80 percent attended day schools. Of the private school placements, 94 percent were in Illinois schools, 6 percent were in out-of-state schools.

Private schools in the State are concentrated in the Chicago metropolitan area. Both the number of schools and the private school placements decrease outside the metropolitan area. In 1990, 80 percent of the private school students were in 174 schools in the metropolitan area with more than half of those being in the City of Chicago.

The distribution of private schools around the State is shown below. In looking at the numbers it should be remembered that they reflect the location of the private schools, not where the children live.

Private Schools For Special Education Students: 1990-91

	Private Schools	Number of Students	Percent of Students
Chicago	94	2,984	44.6
Suburban Cook	42	1,151	17.2
Collar Counties	38	1,143	17.1
Downstate			
North	11	211	3.1
Central	24	406	6.0
Metro East	7	394	5.9
South	4	11	0.2
Out of State	59	397	5.9
Total	279	6,697	100.0

Private schools must be approved by the State Board of Education. Schools which offer more than one program at a single site must have each program approved. Programs must meet standards for record-keeping, teacher certification, administrative and other staff requirements, as well as instructional programs. Programs must provide at least 176 days of planned instruction, but some schools, particularly the residential schools, offer instruction throughout the year.

Standards for non-public schools differ from those for public schools primarily in the areas of health/safety and teacher certification. The Illinois School Code imposes numerous rules on public schools regarding building safety and maintenance. There are no such rules for private schools, rather the State Board of Education relies on local fire safety codes to insure safety at private schools.

All teachers in public schools must have a college degree and be certified to teach the disabilities represented in the student population. In contrast, private schools providing special education are required to have only 25 percent of their staff certified by the state of Illinois.

The Governor's Purchased Care Review Board sets the rates that public schools pay for placement of students at private day and residential schools. Private schools must submit detailed financial records to the Board for analysis. The staff excludes all costs which are not directly related to education (usually medical or therapeutic costs), and recommends to the Board members a rate which reflects the actual cost of educating a child at that institution. The rate approved by the Board becomes the rate paid by public school districts that place children at the private school.

In setting rates for private schools, the State has adopted the "lead agency" concept. The Illinois Departments of Mental Health and Developmental Disabilities, Public Aid and the Department of Children and Family Services cooperate with the Purchased Care Review Board in the setting of rates for private schools. Since 1982 all four agencies have adopted the rate set by the lead agency. Prior to that the rates paid by each agency varied and private facilities often refused to take placements from the agencies which paid the lowest rates. The Review Board is usually the lead agency in setting tuition rates for both residential and day schools, while the other cooperating agencies "follow the leader." Mental Health is the lead agency for in/out of state residential facilities where DMHDD has placed 5 or more clients, provided that DCFS has not already set the rate for those facilities. If DCFS sets the rate for a school, the Review Board sets the same rate for public school districts.

2.4.5 Local School Districts

Regardless of all of the structure of special education that has been discussed up to this point, the legal responsibility for educating every child with a disability lies not with the cooperative, not with the regional, not with the State, but with the local school district in which the child resides. Since 921 of the 946 school districts in the State are members of cooperatives the responsibility of special education is in most cases delegated, at least in part. Relying upon their special education cooperatives, local school districts often give little thought to special education until some local "crisis" brings it to their attention.

This crisis might occur in the form of a parent who demands local, integrated education for a child whose handicapping characteristics would generally result in him or her being sent to a program at the cooperative or at a cluster site run by the cooperative. It might also take the form of a new family who moves into the district with a child who requires the services of a wheelchair lift. Frequently the crisis is a dispute with regard to an Individual Education Plan, sometimes resulting in civil litigation.

Regardless of the reason, some special education "event" often occurs before local school boards turn their attention in detail to special education. In many districts special education "runs on automatic pilot." Despite the automatic pilot, however, every local school district in Illinois has the legal responsibility to provide education to all its resident children, regardless of disability and regardless of cost.

2.5 Distribution of Students With Disabilities Across the State.

In 1991 special education students accounted for 14.7 percent of the students in the State. The target population students accounted for 0.8 percent of all students in the State and 5.4 percent of students with disabilities. (These numbers apply to students aged 6 to 21 and differ from the numbers in Table 1 which apply to all children aged 0 to 21. The discrepancy occurs because the more severe disabilities are diagnosed earlier.) Students with disabilities, however, were not distributed evenly among the school districts across the State.

The percentage of special education students ranged from a low of 8.7 percent in Naperville to a high of 21.8 percent in Springfield. In Chicago 12.3 percent of the students were special education. Target population students ranged from a low of 0.3 percent of all students in

Perandoe Special Education District in Southern Illinois, to a high of 1.6 percent in Joliet. In Chicago 1.1 percent of the students were target population.

Statewide the students with target disabilities represent 5.4 percent of all special education students. Among individual service providers the percent ranges from a low of 2.7 percent in Northern Suburban Special Education District in Lake County to 12.6 percent in East St. Louis. In Chicago, students with target disabilities represent 9.3 percent of all special education students, or twice the average in the entire rest of the State where 4.7 percent of the special education students have target disabilities.

The ranges between high and low percentages are relatively large. The high for special education students as a percentage of all students is 2.5 times the low; the high for target population students as a percentage of all students is 5.3 times the low. There is little discernable pattern in the distribution and many of the special education service units are quite similar in numbers.

Tables 3, 4, and 5 group the special education service units by geographical area, by property tax wealth, and by number of students. The variation within those parameters, of the percentages of special education and target population students is not consistent.

Chicago and East St. Louis both have relatively low percentages of total special education students, and relatively high percentages of target population students. For other cities in the State, however, there is little that can be said that is generalizable. Springfield, Peoria and Joliet have similar numbers, but they differ from those for Rockford and Elgin; other cities have their own characteristics. Appendix C provides a breakdown of percentages of special education students and target population students for all service providers.

Table 3

Geographical Distribution of Special Education and Target Population Students, 1990-1991

	Number of Service Units	Total ADA	Total Special Ed.	Special Ed Percent of ADA	TARGET POPULATION Number	TARGET POPULATION Percent of ADA	TARGET POPULATION Percent of Spec. Ed.
Chicago	1	343,835	42,200	12.27	3,912	1.14	9.27
Suburban							
Cooperatives	22	503,316	77,473	15.39	3,380	0.67	4.36
Single District Units	13	117,410	16,114	13.72	826	0.70	5.13
Suburban Subtotal	35	620,726	93,587	15.08	4,206	0.68	4.49
Downstate							
Cooperatives	44	524,630	81,431	15.52	3,578	0.68	4.39
Single District Units	11	106,874	18,086	16.92	1,063	0.99	5.88
Balance of State Subtotal	55	631,504	99,517	15.76	4,641	0.73	4.66
State Total	91	1,596,065	235,304	14.74	12,759	0.80	5.42
State Total Without Chicago	90	1,252,230	193,104	15.42	8,847	0.71	4.58

Table 4

Incidence of Special Education and Target Population Students by Equalized Assessed Valuation of School Districts 1990-1991

EAV Per Pupil	Number of Service Units	Total ADA	Special Ed	Special Ed Percent of ADA	TARGET POPULATION		
					Number	Percent of ADA	Percent of Spec Ed
>$120,000	9	180,695	27,618	15.28	1,013	0.56	3.67
$100,000 to $119,999	6	82,096	10,228	12.46	508	0.62	4.97
$80,000 to $99,999	9	162,995	25,631	15.73	1,104	0.68	4.31
$60,000 to $79,999	14	169,572	27,769	16.38	1,252	0.74	4.51
$40,000 to $59,999	38	514,804	79,345	15.41	3,818	0.74	4.81
$20,000 to $39,000	13	128,247	20,912	16.31	950	0.74	4.54
$0 to $19,000	1	13,821	1,601	11.58	202	1.46	12.62
State Excluding Chicago	90	1,252,230	193,104	15.42	8,847	0.71	4.58
Chicago (70,216 EAV/Pupil)	1	343,835	42,200	12.2	3,912	1.14	9.27
State Total	91	1,596,065	235,304	14.74	12,759	0.8	5.42

Table 5

Incidence of Special Education and Target Students by Size of Service Unit , 1990-1991

ADA	No. of Service Units	Total ADA	Total Special Ed	Special Ed as Percent of ADA	TARGET POPULATION Number	Percent of ADA	Percent of Spec Ed
>75,000	1	343,835	42,200	12.27	3,912	1.14	9.27
50,000 to 74,999	2	119,880	17,850	14.89	708	0.59	3.97
40,000 to 49,999	1	44,261	5,579	12.60	276	0.62	4.95
30,000 to 39,999	2	60,619	10,155	16.75	436	0.72	4.29
20,000 to 29,999	11	274,501	41,574	15.15	1,968	0.72	4.73
15,000 to 19,999	10	166,252	27,808	16.73	1,320	0.79	4.75
10,000 to 14,999	26	330,636	50,519	15.28	2,295	0.69	4.54
5,000 to 9,999	31	226,054	34,926	15.45	1,581	0.70	4.53
0 to 4,999	7	30,027	4,693	15.63	263	0.88	5.60

The Center for the Study of Educational Finance at Illinois State University in 1981 analyzed the relationship between family income, assessed property valuation and the incidence of disabilities among students. The authors hypothesized that in the ideal world disabilities would occur randomly in the population, but that since mental and physical impairment is associated with poverty there would be some increased concentration of students with disabilities in poorer districts.

The authors found, however, that there was some overall positive correlation between measures of wealth and the incidence of disabilities; there were higher concentrations of children with disabilities in wealthier districts than in poorer districts. In almost all cases, however, for elementary, high school and unit districts, the incidence of the target disabilities for this study approached the theoretical ideal: "wealth was almost unrelated to the concentrations of students." [37]

2.6 Where Special Education Takes Place

Although Illinois in general uses restrictive environments for special education, there is wide variation across the State in the "Least Restrictive Environments" used and reported by school districts and cooperatives for target population students.

For example, 3.3 percent of the target population statewide is reported in LRE codes A, B, and C, which are basically full time in a regular classroom with some curriculum changes and supports. The range, however goes from 0 percent to 19 percent.

Of the 91 service units in the state; 27 report less than 1 percent of their target population full time in regular education classrooms, and 14 service units report more than 10 percent.

Ten service units report more than 25 percent of their target populations placed in private schools, while 7 service units report less than 1 percent of their target populations placed in private schools.

Statewide, the LREs for the target population as a whole are shown in Table 6.

TABLE 6

Statewide LREs For All Target Population Students, 1990-91

LRE	Percentage
Regular Ed. with supports	3.2
Regular Ed. > 50 percent	3.3
Regular Ed. < 50 percent	13.3
Self contained classrooms	27.7
Segregated public schools	28.1
Private schools	17.8
State schools	0.7
Home/hospital	5.9

The LRE groupings and definitions used in Table 6 are used throughout this report. The correlation between these groupings and the State Board of Education Codes used in Table 2 in Chapter 1 are as follows:

	LRE Codes
Regular Ed. with supports	A, B, C
Regular Ed. > 50 percent	D, E
Regular Ed. < 50 percent	F, G
Self contained classrooms	H, I
Segregated public schools	J, K, N, O
Private schools	L, P, Q, R
State schools	M
Home/hospital	S, T

The statewide LREs for the individual disabilities within the target population are shown in Tables 7 and 8. The Tables show that children in the target population with physical disabilities are more likely to spend time in regular classrooms than children with mental disabilities. In fact, 97 percent of the children in regular education with supports, and 96 percent of the children in regular education more than 50 percent of the time, have physical rather than cognitive impairments.

Almost all (99 percent) of the children taught at home or in a hospital have physical impairments. Almost 90 percent of the children with target disabilities in private schools have cognitive impairments and are labeled either TMH or S/PMH.

The LREs for the target population also vary substantially across the major demographic areas of the State, and there are differences between cooperatives and single district providers. Although lumping providers together into geographical and other groupings hides substantial individual differences, still there are overall patterns in the placement of children.

- A child in the target population in Chicago is three times more likely to be placed in a private school than a similar child in other areas of the State. (About 58 percent of all target population students placed in private facilities are from Chicago schools.)
- Cooperatives in both the Chicago suburbs and Downstate are twice as likely to place target population students in regular classrooms at least part of the time, than single district providers in the same parts of the State.
- A child with target disabilities who lives in a single provider district is two to three times more likely to be taught in a home or hospital setting than a child with similar disabilities in any other part of the State.

Table 9 shows the LRE placement of children with target disabilities within the major demographic regions of the State.

Table 7

Statewide LREs for Target Population Students 1990-1991
(Number of Students)

	DISABILITY LABEL					
LRE	TMH	Ph/C	D/B	OHI	S/PMH	Total
Regular Ed With Supports	11	327	1	76	1	416
Regular Ed > 50%	13	323	1	81	1	419
Regular Ed < 50%	892	583	6	153	76	1,710
Self-Contained Classes	2,523	533	5	252	259	3,572
Segregated Public School	2,039	608	2	202	774	3,625
Private Facility	638	136	1	144	1,372	2,291
State School	1	46	27	1	10	85
Homebound/Hospital	2	168	0	593	3	766
Total	6119	2,724	43	1,502	2,496	12,884

Table 8

Statewide LREs for Target Population Students 1990-1991
(Percentages of Students)

	DISABILITY LABEL					
LRE	TMH	Ph/C	D/B	OHI	S/PMH	TOTAL
Regular Ed With Supports	0.2	12.0	2.3	5.0	0.0	3.2
Regular Ed > 50%	0.2	11.9	2.3	5.4	0.0	3.3
Regular Ed < 50%	14.6	21.4	14.0	10.2	3.1	13.3
Self-Contained Classes	41.3	19.5	11.6	16.8	10.4	27.7
Segregated Public School	33.3	22.3	4.7	13.4	31.0	28.1
Private Facility	10.4	5.0	2.3	9.6	55.0	17.8
State School	0.0	1.7	62.8	0.1	0.4	0.7
Homebound/Hospital	0.0	6.2	0.0	39.5	0.1	5.9
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 9

LREs for Target Population Students by Geographical Area and Type of Service Unit, 1990-1991

	Number of Service Units	Target Population	PERCENT OF TARGET POPULATION IN Regular Ed with Support	Reg. Ed >50%	Reg. Ed <50%	Self Contained	Segregated Public School	Private Facility	Home Hospital	Index of Regular Ed Participation
Chicago	1	3,912	0.5%	1.5%	11.2%	22.4%	25.1%	33.5%	5.9%	7.5
Suburban:										
Cooperatives	22	3,380	4.9%	3.4%	18.6%	26.0%	30.7%	10.8%	5.5%	16.0
Single-Dist. Units	13	826	1.7%	2.2%	9.9%	36.0%	31.2%	14.3%	4.7%	10.1
Subtotal	35	4,206	4.3%	3.2%	16.9%	28.0%	30.8%	11.5%	5.3%	14.9
Downstate										
Cooperatives	44	3,578	5.6%	5.1%	13.6%	34.2%	23.7%	9.6%	8.2%	16.9
Single-District Units	11	1,063	1.6%	5.0%	7.1%	26.4%	30.9%	12.7%	16.4%	9.9
Subtotal	55	4,641	4.7%	5.1%	12.1%	32.4%	25.4%	10.3%	10.1%	15.4
State Total	91	12,759	3.3%	3.4%	13.4%	27.9%	27.1%	17.8%	7.2%	12.8
State Total Without Chicago	90	8,847	4.5%	4.2%	14.4%	30.3%	28.0%	10.9%	7.8%	15.1

Appendix D shows the LRE placement of all target population students for each service provider. There is a relatively wide variation in practices across the State.

- Six of 91 service providers educated more than 15 percent of target population students in regular classrooms; 27 other service providers educated less than 1 percent of target population students in regular classrooms. The percentage ranged from 0 percent to 19 percent.
- The percentage of target population students placed in segregated buildings ranged from 0 percent to 72 percent.
- The percentage of target population students placed in private facilities ranged from 0 percent to 37 percent.

LRE placement does not vary consistently with the property tax wealth within a school district or cooperative. Table 10 groups the special education service providers by equalized assessed valuation and shows the LRE placements of the providers that fall within the groupings.

To facilitate analysis and to be able to readily compare service providers on the basis of the restrictiveness of their overall LRE placements of students with target disabilities, we constructed an Index of Regular Education Participation that assigned weights to LRE placements. The higher the Index number the greater the relative participation in regular education classes. An Index number of 100 would show all students with target disabilities in regular education classes with supports. An Index number of 0 would show all students with target disabilities in segregated buildings.

The Index of Regular Education Participation for the State was 12.8. The Index for Chicago was 7.5, slightly less than half the Index for the entire rest of the State which was 15.1.

The average Index for students in all cooperatives was 16; the average Index for students in all single districts (outside of Chicago) was 10.

Table 10

Placement of Target Population Students, Ages 6 Through 21 By Wealth of School District, 1990-1991

	Number of Service Units	Target Population	PERCENT OF TARGET POPULATION IN Reg. Ed with Support	Re. Ed > 50%	Reg. Ed < 50%	Self Contained	Segregated Public School	Private Facility	Home Hospital	Index of Reg Ed Participation
>$120,000	9	1,013	5.1%	4.3%	22.7%	13.8%	39.5%	12.0%	2.5%	16.9
$100,000 to $119,999	6	508	5.1%	3.1%	30.3%	30.9%	14.4%	10.6%	5.5%	20.4
$80,000 to $99,999	9	1,104	4.8%	3.2%	9.4%	40.6%	24.9%	8.8%	8.3%	14.1
$60,000 to $79,999	14	1,252	3.6%	6.9%	10.5%	35.3%	24.5%	12.1%	6.9%	15.3
$40,000 to $59,999	38	3,818	3.7%	4.0%	12.9%	31.7%	29.6%	10.8%	7.3%	13.9
$20,000 to $39,000	13	950	8.0%	3.4%	16.3%	25.4%	26.8%	5.5%	14.6%	18.2
$0 to $19,000	1	202	0.0%	1.0%	2.5%	22.8%	15.8%	35.6%	22.3%	3.8
Total	90	8,847	4.5%	4.2%	14.4%	30.3%	28.0%	10.9%	7.8%	15.1

Chicago District 299, which has an EAV per pupil of $70,216, is excluded from this table.

There was little difference between the Suburbs and Downstate. In both areas of the State most of the cooperatives, with a few exceptions, had higher relative Indexes, and most of the single district providers, again with a few exceptions, had lower relative Indexes.

The highest Index of Regular Education participation was 37.3 in the Williamson County Special Education District. Five other service providers had an Index greater than 30.0. They were: the Cooperative Association for Special Education in DuPage County; Oak Park Elementary District; Franklin and Jefferson Counties Special Education District; Rural Champaign County Special Education Cooperative; and Champaign Unit District.

The lowest Index of Regular Education participation was 0.6 in Evanston Township High School. Four other service providers had an Index less than 5.0. They were: Mid-Valley Special Education Cooperative in Kane County; Aurora West Unit District; Kankakee Unit District; and the East St. Louis Area Joint Agreement. Appendix E shows the Index of Regular Education Participation for all 91 service providers.

Table 11 shows LRE placements and the Index of Regular Education Participation by 94-142 discretionary regions. Of the regions, Chicago (J) has the lowest participation index followed by the Metro East area across the Mississippi River from St. Louis. The deep Southern Illinois region (I) had the highest participation index, followed by the Western Cook/DuPage County region (D) and the East Central Illinois region (K) centered on Danville and Champaign.

2.7 Overview of Special Education Funding

There are two fundamental characteristics of special education funding in Illinois: 1) it is separate from the funding of general education; and 2) it is fragmented.

There are two entirely separate streams of state and federal dollars that flow to local Illinois school districts. One goes to general education, the other to special education. Although the local general education property tax dollars may be spent for either general or special

Table 11

Placement of Target Population Students, Ages 6 Through 21, by 94-142 Discretionary Region, 1990-1991

Region	Number of Units	Target Population Age 6-12	Reg. Ed with Support	Reg. Ed > 50%	Reg. Ed < 50%	Self-Contained	Segregated Public School	Private Facility	Home Hospital	Index of Reg Ed Participation
			PERCENT OF TARGET POPULATION							
A	14	1,045	4.3%	3.7%	6.2%	30.8%	33.3%	10.4%	11.2%	11.9
B	3	578	4.0%	2.2%	5.9%	38.1%	38.2%	9.2%	2.4%	11.2
C	6	696	7.0%	4.5%	18.5%	5.3%	47.0%	13.1%	4.6%	16.7
D	11	1,183	5.2%	3.1%	26.0%	37.8%	16.4%	9.1%	2.5%	19.7
E	4	946	3.4%	3.9%	20.4%	23.9%	32.7%	9.7%	6.0%	15.2
F	17	1,605	3.7%	4.4%	13.3%	29.4%	32.5%	7.6%	9.0%	14.0
G	11	704	2.4%	7.5%	9.4%	34.9%	16.5%	18.6%	10.7%	14.1
H	10	894	2.5%	1.9%	6.6%	40.9%	10.1%	24.5%	13.5%	10.1
I	7	602	9.1%	3.7%	21.4%	29.2%	18.8%	0.0%	16.9%	21.6
J	1	3,912	0.5%	1.5%	11.2%	22.4%	25.1%	33.5%	5.9%	7.5
K	7	594	5.2%	8.6%	12.8%	28.8%	39.4%	5.1%	0.2%	18.1
Total	91	12,759	3.3%	3.4%	13.4%	27.9%	27.1%	17.8%	7.2%	12.8

education, school districts can levy a separate property tax to be used specifically for special education.

State aid to general education goes to school districts primarily through a single source, general State aid, that has few limitations placed on it. In contrast State and federal funds for special education are dispersed through numerous categorical grant programs that have lots of regulations and limitations. The dollars are not attached to the general provision of special education; rather the dollars are attached to teachers, aides, the placement of children in particular locations, excess costs, transportation, room and board, and the provision of "extra" services. Each "category" of funds has to be requisitioned, justified and accounted for separately.

2.7.1 Differences Between General State Aid to Education and Special Education Funding.

The primary purpose of general state aid to education is to supplement local property tax revenues for schools and to guarantee a legislatively determined level of funding for the education of each student. General state aid dollars are not tied to any particular program, purpose or pupil; they become part of the overall resources of the school district to be budgeted and spent at the direction of the local school board.

Equity, providing an equal amount of educational resources to each child regardless of the wealth of the school district in which the child lives, is a major consideration in general education funding.

The primary purpose of special education funding is to assist local school districts with the extra costs associated with educating children with disabilities. Special education funding exists on top of general education funding. The student with disabilities is first of all a student and the school district has all of the general revenues associated with that student as a student. Special education funding is designed to provide the school district with the additional money required to provide the additional services required by the student because of his or her disability.

Special education funds in Illinois are typically distributed in categorical grants; they are tied to the provision of particular services. Usually the service must be first provided and then the provider is reimbursed for the expenditure (or some part of the expenditure) with funds appropriated (usually a year later) for that purpose. For some activities that are approved ahead of time the funds are provided concurrently with the expenditure.

2.7.2 The General State School Aid Formula

The general state school aid formula is designed to work in conjunction with local property tax revenues so that together, local and state dollars reach a guaranteed level per pupil. Local property tax revenues per pupil depend on the assessed value of the property in the district, the tax rate and the number of pupils. Given a particular tax rate, and a given number of pupils, the higher the assessed value of the property in the district the more local dollars will be generated per pupil and the fewer state dollars required to reach the guaranteed amount.

This means that the wealthier a school district is (with wealth being measured by the per pupil amount of assessed property in the district) the higher will be the proportion of local dollars in the budget and the lower the proportion of state dollars. No district, however, is left without any state dollars. All districts, regardless of their wealth, are guaranteed to receive in state funds at least 7 percent of the guaranteed, or "foundation" level of funding.

The "foundation" level of funding in 1990-91 was $ 2501.63 per pupil. Some 53 school districts in the state had enough property wealth to generate that amount or more in local property taxes using the uniform tax rate designated in the formula. These school districts were given a flat grant equal to 7 percent ($175.11 per pupil) of the foundation level. An additional 151 wealthy districts used an Alternate Funding Formula which in effect raised their "foundation" level 7 percent.

The general State aid formula recognizes that not all students are alike and that the education of students with some characteristics is more costly than the education of others. The formula deals with this problem by weighting the number of students with those characteristics, in effect sending more money in their direction. Each student in grades 7 and 8 is given a weight of 1.05; each high school student is given a weight of 1.25; and each student from a low income family is given an extra weighting of up to .625 depending on the concentration of low income students in the school district. The maximum weighting of .625 for a low income student occurs when 23 percent or more of the students in the district come from low income families. (The state average concentration of low-income students is 19.5 percent. In a district at the average each low income student is weighted .53.

The "foundation" level of dollars per pupil then is a guarantee applied to the weighted number of students and not the physical number of students in attendance.

Historically there was no specific programmatic requirement or accountability for the use of state general aid dollars. The dollars went into the budget and were spent at the discretion of the local school board. In the 1980s, however, black legislators from Chicago protested that the additional dollars being sent to the Chicago School Board and to other school districts because of the presence of low-income students were not being spent on the education of low-income students.

The law now requires all school districts with more than 1,000 students and a concentration of low income students greater than the state average, to submit an annual plan to the State Board of Education describing how the funds generated by low income students are used. The Chicago School Board, in addition, is required to spend most of those funds at attendance centers proportionately to the number of low income students at those centers, and to report to the State Board where the funds were spent and the services that became available as a result.

In the 1990-91 school year $ 2.1 billion was distributed to school districts through the general State aid formula.

2.7.3 Funding of Special Education

Unlike funding for regular education, there is no inherent tie between state funding and local funding for special education. Although some costs might be shared, there is no joint effort to achieve a specified level of funding. Also, there is almost no effort to direct more help to districts with less wealth. Equity is not a consideration in special education funding in Illinois.

Special education funding is designed to reimburse school districts for the extra cost of educating students with disabilities. To the extent that all of the extra costs of all districts are reimbursed, it can be argued that all districts are treated equitably. To the extent that not all extra costs are reimbursed, however, it can be shown that non-reimbursed costs are a heavier burden on poorer districts than on wealthier districts.

Special education funding comes in the form of categorical grants that are typically tied to a purpose, like transportation; to a required resource, like teachers; or, in some cases, directly to the student served. Some categorical grant programs reimburse all costs for the purposes specified, others provide a flat amount (so much per teacher, so much per student, etc.), others reimburse a percentage of the costs.

When insufficient funds are appropriated by the General Assembly to cover all the claims made on a particular State categorical program, each claim is reduced by the percentage shortfall in the whole program. This reduction is the annual "proration".

A list of federal and state special education categorical grant programs is shown in Table 12, along with the dollar amounts distributed in fiscal 1991 and a general indication of the basis on which the dollars are distributed.

TABLE 12

Federal and State Assistance For Special Education
Illinois; Fiscal 1991

Program	Dollars Distributed	Basis for Distribution
Federal		
Chap. 1, PL 100-297 - Handicapped (formerly 89-313)	$ 22,986,606	$ 548.86 per eligible child
IDEA PL 101-476 (formerly 94-142)		
Part B, flow-through	49,859,218	$ 257.10 per eligible child
Reg. Programs/Special Projects	3,955,971	grants
Room and Board	9,739,870	actual cost
Preschool	13,013,676	$ 562.90 per eligible child
Infant and Toddlers	3,608,771	grants
State		
Extraordinary Services	60,799,973	the first $2,000 per eligible child in excess costs over regular ed per capita.
Personnel Reimbursement	196,000,000	up to $8,000 per special ed teacher and $2,800 for non-certified employees
Private School Tuition	24,319,506	the total remaining tuition cost after district pays its share which varies depending on district's regular education costs.
Special Ed Transportation	102,752,092	80 percent of costs
Orphanage Tuition - Individual	13,335,519	per capita special education tuition cost
Orphanage Tuition - Group	25,915,584	approval of program budget
Summer School	3,056,294	percentage of general state aid formula
TOTAL	$ 529,343,080	

In addition to receiving state and federal dollars to cover the extra costs of special education, school districts can levy a property tax to pay special education costs. The permissible rate without referendum is .02 percent of the assessed valuation for dual districts, and .04 percent for unit districts. The rates can be increased respectively by referendum to .125 percent and .25 percent.

As originally passed in 1967, the tax could be levied for only five years and only for building special education facilities when money in the district's building fund was insufficient for that purpose. Prior approval had to be received from the State Superintendent before the tax could be levied. (Under a law that has since been repealed the State also contributed dollars for special education building purposes.) Buildings built with the tax always had to be used for special education purposes, unless the need for a building at that location had passed, in which case comparable facilities at another location would have to be made available for special education.

In 1979 the law was changed to allow dollars accumulated in the fund to be transferred to the district's operations, building and maintenance fund if the State Superintendent certified that adequate space was provided for all students with disabilities and voters in the district approved the transfer. Two years later the law was changed to allow accumulated funds to be used for any special education purpose without referendum, and in 1983 the tax itself was changed to a general purpose special education property tax.

In FY91 most school districts in the State levied the tax, and most levied it at the maximum permissible rate without referendum. Special education tax extensions for all school districts that year totalled $43.2 million; of which $12.2 million (28 percent of the total) was levied by Chicago, and $20.2 million (47 percent) was levied by school districts in the suburbs.

It is impossible to determine with any precision the total cost of special education in the State and how those costs are shared among local school districts, the State and the federal government. School districts don't budget separately for special education and the accounting practices of the State Board of Education do not identify program costs. Part of the local general education levy supports students with disabilities. What part is impossible to determine. It is also not possible to identify with assurance what portion of the extra costs occasioned by a student's disabilities is covered by state and federal dollars.

In order to determine the incentives in the special education funding structure it is not necessary to know precisely what the costs are and how they are shared. It is necessary, however, to identify all of the parts of the funding structure, including those parts that are nominally part of regular education funding but impact on special education, and how all of the parts build on and interact with each other.

Much of the analysis of funding in the rest of this study excludes the preschool and infants and toddlers grants because there is not a regular school setting for pre-kindergarten children and the question of disincentives does not arise. Summer school is not looked at in detail because the dollars are small and not all school districts participate. The orphanage programs are not included in some of the discussion of where dollars are distributed since all costs are covered regardless of the placement or the educational setting for the child with disabilities. With these exclusions, total State and federal assistance for special education in FY 1991 totalled some $470 million for an average of approximately $ 2,022 for each special education student.

2.7.4 Where Do the Dollars Get Sent?

The question of where the dollars get sent is important. The dollars pay for services for children, but if the dollars don't start out where the children are, then either the services have to be taken to where the children are, or the children have to be taken to the services.

The education of children with disabilities is the legal responsibility of the local school district. If a child is going to be included in his or her home school, the local school district has to have the resources to do the job. To the extent that dollars go to the local school district with the child, the easier it is for the local school district to choose to run an inclusive program in the home school. To the extent that dollars start at some other level, the more difficult it is to bring those dollars and the services back to the home school.

Of the $470 million in State and federal assistance disbursed in FY 1991, some 75 percent went directly to local school districts, 21 percent went to cooperatives, and 3 percent to regional projects.

There was a substantial difference between the federal and the State dollars. Of the federal dollars, 71 percent went to regions and cooperatives. Of the State dollars, 85 percent went to school districts. Personnel and extraordinary were the only State programs that sent any substantial dollars to the regions or to the cooperatives. Some of the cooperatives in the State pass on some of their IDEA grant dollars to member school districts. Some of the Chapter 1 regional programs are breaking up and the dollars are now going to cooperatives within those regions. The State Board of Education now sends IDEA discretionary dollars directly to cooperatives rather than the regions.

Tables 13, 14, and 15 show the breakdown of where the federal and State dollars went in FY 1991 and the percentage breakdown of where the different kinds of service providers received their funding.

Regional programs received 35 percent of their grant funds from Personnel and 42 percent from Chapter 1 Handicapped.

Cooperatives received 44 percent of their grant funds from Personnel and 37 percent from IDEA.

Although there were differences between Chicago, school districts that are members of cooperatives, and single district providers that are seen in Table 15, as a whole, school districts received 41 percent of their direct grant funds from Personnel, 28 percent from Transportation, 15 percent from Extraordinary, and 10 percent from Private School Tuition and Room and Board.

Table 13

State and Federal Assistance Received by Types of Service Providers, 1990-1991
(expressed in $000s)

Funding Programs:

Service Providers	Personnel	Transportation	Extra-ordinary Services	Private Facility	Room & Board	PL94-142 Flow Through	89-313 Chapter I	PL 94-142 Discretionary	Total
Regional Projects	$5,393	$64					$6,459	$3,437	$15,353
Coops	$43,304	$2,771	$8,593			$36,358	$7,564		$98,951
School Districts									
Districts Within Coops	$84,959	$56,028	$25,019	$8.033	$5,855	$529	$36		$180,459
Chicago Dist. 299	$35,617	$32,178	$19,229	$13,358	$3,511	$5,913	$6,038	$505	$116,349
Other Single Districts	$26,185	$11,711	$7,959	$2,929	$1,136	$6,605	$1,423		$57,949
State Agencies & Misc.	$542					$58	$1,141		$1,741
State Total	$196,000	$102,752	$60,800	$24,320	$10,502	$49,463	$22,661	$3,942	$470,442

Table 14

Percentage Distribution of State & Federal Assistance to Types of Service Providers, 1990-1991

Service Providers	Funding Programs Personnel	Transportation	Extra-ordinary Service	Private Facility	Room & Board	PL94-142 Flow Through	89-313 Chapter I	PL 94-142 Discretionary	% Total Dollars
Regional Projects	2.8%	0.1%		1.0%			28.5%	87.2%	3.3%
Coops	22.1%	2.7%	14.1%			73.5%	33.4%		21.0%
School Districts									
District Within Coops	43.3%	54.5%	41.2%	33.0%	55.8%	1.1%	0.2%		38.4%
Chicago Dist. 299	18.2%	31.3%	31.6%	54.9%	33.4%	11.9%	26.6%	12.8%	24.7%
Other Single Districts	13.4%	11.4%	13.1%	12.1%	10.8%	13.4%	6.3%		12.3%
State Agencies & Misc.	0.2%					0.1%	5.0%		0.4%
State Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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Table 15

Percent Sources of Funds for Types of Service Providers, 1990-1991

Funding Programs

Service Providers	Personnel	Transportation	Extra-ordinary Service	Private Facility	Room & Board	PL94-142 Flow Through	89-313 Chapter I	PL 94-142 Discre-tionary	% Total Dollars
Regional Projects	35.1%	0.4%					42.1%	22.4%	100.0%
Coops	43.9%	2.8%	8.7%			36.9%	7.7%		100.0%
School Districts									
District Within Coops	47.1%	31.0%	13.9%	4.5%	3.2%	0.3%			100.0%
Chicago Dist. 299	30.6%	27.7%	16.5%	11.5%	3.0%	5.1%	5.2%	0.4%	100.0%
Other Single Districts	45.2%	20.2%	13.7%	5.1%	2.0%	11.4%	2.4%		100.0%
State Agencies & Misc.	31.1%					3.3%	65.6%		100.0%
State Total	41.7%	21.9%	12.9%	5.2%	2.2%	10.5%	4.8%	0.8%	100.0%

CHAPTER III

THE FUNDING OF SPECIAL EDUCATION IN ILLINOIS

3.1 Introduction

The funding of special education in Illinois is separate from the funding of general education and it is fragmented.

Multiple streams of federal and State dollars flow into special education at multiple levels. Some of the dollars are attached to and support students, but most of the dollars are attached to and support elements of the infrastructure of special education, like personnel, transportation, private schools and orphanage programs.

This chapter looks in detail at each part of special education funding in Illinois and describes what turns on each money tap, and what determines how much money flows in what directions. It lays the groundwork for the discussion in Chapter 4 of the incentives and disincentives generated by the flow of money.

3.2 The Definition and Use of Per Capita Costs and Tuition Charges

Per capita costs and tuition charges are basic financial concepts that get used primarily in the general State aid formula and in interactions between local school districts, but they also play a role in some categorical reimbursement programs. They provide a measure of the wealth of a school district, and a measure of the adequacy of the inputs into the local educational programs.

The per capita costs, or more technically, the "operating expense per pupil" is a useful number to compare total dollar expenditures among school districts but it is not a number used in funding formulas. It is basically the district's total budget divided by the average daily attendance. Capital expenditures are not included, nor are bond principal payments. Summer school and adult education are also not included.

The 1990-91 state operating expense per pupil averaged $5,066. Almost 80 percent of the districts (739 of 950), however, had a lower operating expense per pupil. The range in the state went from a low of $2,409 to a high of $11,621; one of the largest differences among the 50 states.

The tuition charge in a district is the amount charged a student who is being educated by the district, but who does not live within the boundaries of the district and whose family does not therefore contribute local property tax dollars to the district.

3.2.1 Regular Education Per Capita Tuition Charges

The regular education per capita tuition charge starts with the sum used to calculate operating expense per pupil, subtracts receipts from state and federal categorical programs and receipts and/or expenditures for community and student services (school lunches) and adds an allowance for depreciation of buildings. This sum is then divided by the district's average daily attendance to arrive at the per capita tuition.

In general it can be said that the regular education per capita tuition charge represents the local property tax and general state aid share of the costs of educating each child in the district.

In 1991 the average per capita tuition charge for all school districts in the State was $4,383. A breakdown of per capita tuition charges by type of school district is shown below.

Per Capita Tuition Charges, 1990-91

	Lowest District	Highest District	Average
Elementary Districts	2,212	9,589	4,225
High School Districts	3,285	11,175	7,280
Unit Districts	2,547	8,407	3,958

The regular education per capita tuition charge is used in the formulas of two special education reimbursement programs: Extraordinary and Private Tuition. In both cases the special education reimbursement applies only to the expenditures in excess of the regular education per capita. Both programs recognize that the special education student, as a student, receives the funding that all other students receive and that special education funding pays for the extra services needed because the student is disabled.

3.2.2 Special Education Tuition Charges

The special education per capita tuition charge is the amount of money charged by a district (or a cooperative) operating a special education program, for tuition costs of children who are not residents of the district (or cooperative). It is used in determining tuition charges for students participating in extraordinary and orphanage based programs and also state reimbursements for those same two programs. A separate tuition charge is computed for the instructional programs for each disability label (e.g. behavior disordered, learning disabled, mentally impaired etc.). There is no overall special education tuition charge.

(The sharing of costs for special education programs among districts that are part of a cooperative or joint agreement is determined by the terms of the contract setting up the cooperative or joint agreement.)

In general, the tuition charge is based on the total cost of running the special education program minus personnel costs reimbursed by the State, and minus any costs reimbursed by the federal government. The total cost is then divided by the average daily enrollment (not attendance as in regular education) to arrive at the per capita special education tuition charge for the particular instructional program. In addition to the tuition charge, the resident district is also billed for costs that are incurred solely for the benefit of the individual child.

The costs allowed in the tuition computation include: salaries of special education personnel, taxes levied for their pensions, supplies, equipment, textbooks, administration, utilities, repairs and maintenance, auxiliary services, and depreciation calculated at a rate of $200 per pupil. Transportation is the responsibility of the resident district.

As in regular education, the per capita tuition charge for special education represents largely the costs paid for from local sources.

In cases where the child is a ward of the State and lives in an orphanage, foster family home, children's home, or in State housing, the special education tuition charge is paid by the State to the providing district. The (orphanage) special education programs can be provided in the district's buildings, or in space provided at the location where the children reside. In the latter case the space is provided free to the district and no charge for space is included in the per capita tuition cost.

The methodology, the forms, and the requirements for determining per capita special education tuition charges reflect the assumption that special education is a series of separate programs for children who are homogeneous in their disabilities. The costs are calculated as costs for programs and the programs are the structure within which the children fit.

For purposes of costs and charges, inclusion is not treated as, or considered to be, a system of supports that is in place in a school district or building to help all children with disabilities learn in an integrated setting. Rather, inclusion is treated and billed as a cost incurred "solely" for the benefit of a "single" child.

3.3 Federal and State Special Education Categorical Programs and Funding Formulas.

There are two major federal Acts that provide funds to special education. The first is the Elementary and Secondary Education Act (Chapter 1 Handicapped Program); the second is the Individuals With Disabilities Education Act (IDEA). Both programs provide dollars on the basis of the number of eligible children, although the Chapter 1 Handicapped Program also takes into account the amount of dollars a State spends. The amount of dollars per child is not set by law, but varies each year with the specific amount determined by the dollars appropriated and the number of eligible children. A child cannot be claimed for reimbursement under both programs.

The two federal programs together provided $103 million to support special education in Illinois in FY91. Although the two programs provided different levels of funding, and some of the dollars did not go directly to students, together they provided an amount equivalent to $431 for each special education child in the State.

There are six State special education reimbursement programs which together in FY 1991 provided $426 million to local school districts, or an amount equivalent to $1,784 for each special education child in the State. Typically, however, the dollars are not distributed on a per child basis. Rather they are tied to specific costs like personnel, transportation, summer school, and private school tuition; or to specific children like those who live in orphanages and foster homes; or to extraordinary circumstances where costs are unusually high.

Each of the State's programs exist on its own. There is some interaction among them. For example, the Extraordinary and Orphanage programs do not cover costs already covered by State Personnel and federal grant dollars. There is no effort, however, to achieve any particular cumulative support level.

The federal and state special education programs together provided the equivalent of $2,215 for each special education student in the State. This means that on the average, there was 44 percent more dollars to support each special education student than dollars to support the average student in regular education.

In addition to the federal and state funding programs for special education, state law allows local school districts to levy a property tax for special education purposes. Elementary districts and high school districts are limited to a levy of .02 percent of equalized assessed valuation and unit districts are limited to a levy of .04 percent of equalized assessed valuation. Most districts extended the tax at the maximum rate.

The 1990 local property tax extensions (to be collected in 1991) for special education totalled $43.2 million, or the equivalent of $181 for each special education student in the state. Because of the disparities in assessed valuation per student among school districts the actual amount raised per student varied widely among districts.

3.3.1 The Elementary and Secondary Education Act, PL 100-297: Chapter 1 Handicapped Program

The Chapter 1 Handicapped Program - as this program is generally known - was first enacted in 1965 as Public Law 89-313 at a time when most children with disabilities were institutionalized. The purpose of the original law was to encourage the development of educational programs for children with severe disabilities in state operated or state supported facilities many of which at that time did not provide education.

Although the Chapter 1 Handicapped Program now serves a wider range of children, the program is still primarily for students whose education is the state's responsibility and who are placed in state operated or state supported programs. The specific criteria for eligibility are established by each state. The funds must be used to supplement, and not replace, state and local funding for special education. The funds may not be used for administration. Each child counted as being eligible for the program must individually receive some services paid for by the program. Funds are generally used to provide supplemental services, such as occupational and physical therapy, counseling, and speech and music therapy. [38]

In recent years the federal appropriation for this program has averaged approximately $150 million a year. Nationwide the number of students served is approximately 260,000. The per student funding is not the same for all states. The distribution formula adjusts allocations to states to reflect differences in the amount that states spend on educational services for each student. A state that spends more on each student will receive more from the Chapter 1 Handicapped Program. The per student allocation to states ranged from a low of approximately $440 per student to a high of approximately $660 per student.

There is some controversy at the national level over the Chapter 1 Handicapped Program because four states, with Illinois being one of those states, receive almost half of all the program funds. (Illinois alone received 15 percent of all program dollars.) This occurs because these four states include in their Chapter 1 child count, children with disabilities generally not considered to be severe, while other states include only children with severe disabilities. Nationwide, only 6 percent of special education children were included in the Chapter 1 Handicapped Program; in Illinois 17 percent were included.

In FY91 Illinois claimed 41,467 children under Chapter 1 Handicapped and received $23 million. The support came to $549 per eligible student.

The Illinois count for federal Chapter 1 Handicapped funds includes all the children eligible for State reimbursed funds under the programs for extraordinary services, private school tuition, and orphanage tuition. The children in these three state funded programs accounted for 90 percent of the Illinois children claimed for Chapter 1 Handicapped funds. Three quarters of the target population students for this study were eligible for Chapter 1 Handicapped funds.

FIGURE 4: 89-313 Projects

Downstate, 1990-91 Boundaries

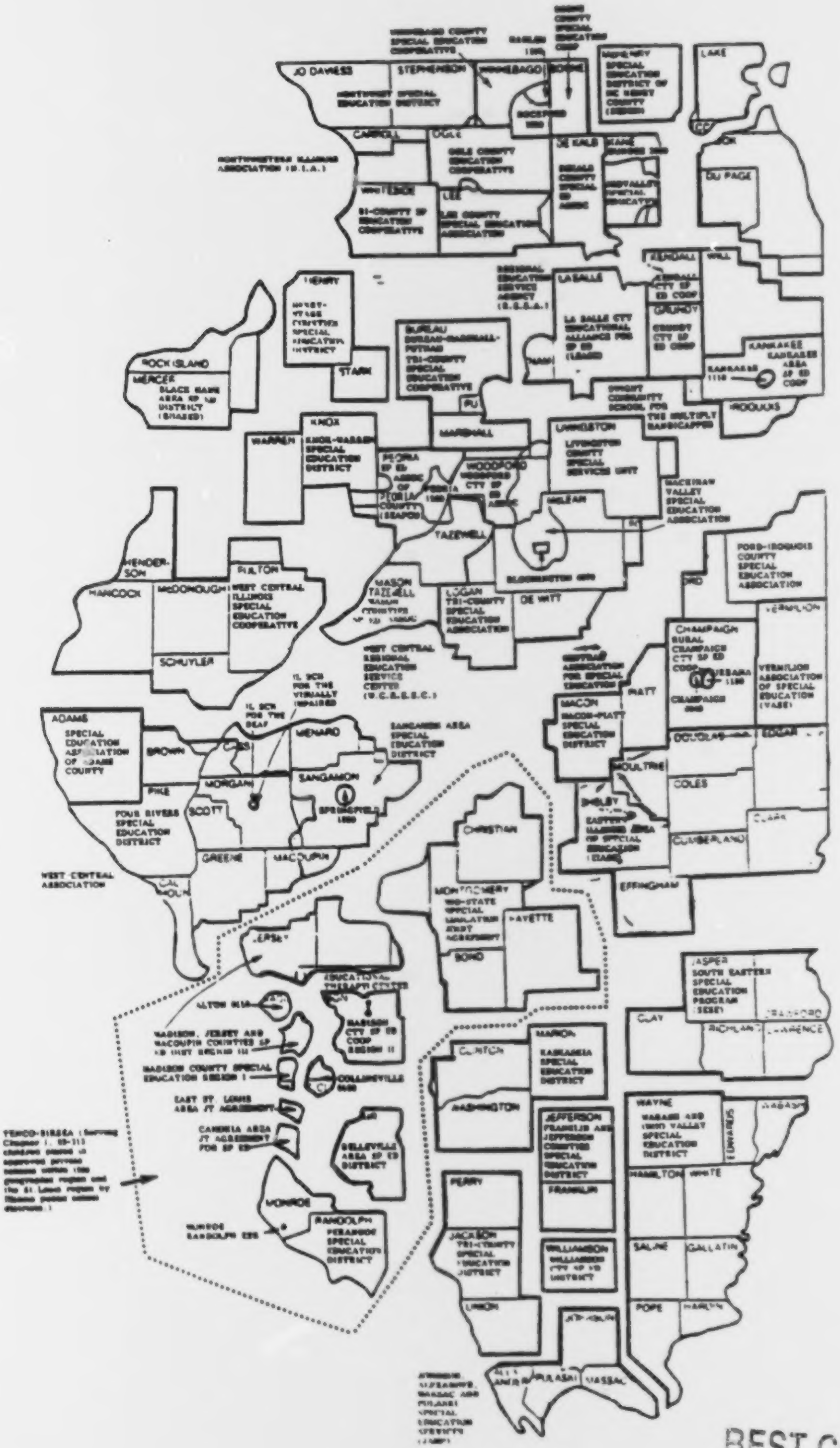
WINNEBAGO COUNTY SPECIAL EDUCATION COOPERATIVE
BOONE COUNTY SPECIAL EDUCATION COOP
JO DAVIESS
STEPHENSON
WINNEBAGO
BOONE
NORTHWEST SPECIAL EDUCATION DISTRICT
ROCKFORD
MCHENRY SPECIAL EDUCATION DISTRICT OF MC HENRY COUNTY
LAKE
CARROLL
OGLE
OGLE COUNTY EDUCATION COOPERATIVE
DE KALB
KANE
DEKALB COUNTY SPECIAL ED ASSOC
DU PAGE
NORTHWESTERN ILLINOIS ASSOCIATION (N.I.A.)
WHITESIDE
BI-COUNTY SP EDUCATION COOPERATIVE
LEE
LEE COUNTY SPECIAL EDUCATION ASSOCIATION
KENDALL
WILL
HENRY
REGIONAL EDUCATION SERVICE AGENCY (R.E.S.A.)
LASALLE
LA SALLE CTY EDUCATIONAL ALLIANCE FOR SP ED (LEASE)
GRUNDY
GRUNDY CTY SP ED COOP
BUREAU
BUREAU-MARSHALL-PUTNAM TRI-COUNTY SPECIAL EDUCATION COOPERATIVE
ROCK ISLAND
MERCER
BLACK HAWK AREA SP ED DISTRICT (SHARED)
STARK
KANKAKEE
KANKAKEE AREA SP ED COOP
DWIGHT COMMUNITY SCHOOL FOR THE MULTIPLY HANDICAPPED
IROQUOIS
KNOX
WARREN
KNOX-WARREN SPECIAL EDUCATION DISTRICT
MARSHALL
PEORIA
PEORIA SP ED ASSOC OF PEORIA COUNTY (SEAPCO)
WOODFORD
WOODFORD CTY SP ED ASSOC
LIVINGSTON
LIVINGSTON COUNTY SPECIAL SERVICES UNIT
MACKINAW VALLEY SPECIAL EDUCATION ASSOCIATION
MCLEAN
TAZEWELL
BLOOMINGTON
HENDERSON
FULTON
FORD-IROQUOIS COUNTY SPECIAL EDUCATION ASSOCIATION
FORD
HANCOCK
MCDONOUGH
WEST CENTRAL ILLINOIS SPECIAL EDUCATION COOPERATIVE
MASON
TAZEWELL
LOGAN
TRI-COUNTY SPECIAL EDUCATION ASSOCIATION
DE WITT
VERMILION
SCHUYLER
WEST CENTRAL REGIONAL EDUCATION SERVICE CENTER (W.C.R.E.S.C.)
CHAMPAIGN
RURAL CHAMPAIGN CTY SP ED COOP
URBANA
CHAMPAIGN
VERMILION ASSOCIATION OF SPECIAL EDUCATION (VASE)
IL SCH FOR THE VISUALLY IMPAIRED
IL SCH FOR THE DEAF
PIATT
ADAMS
SPECIAL EDUCATION ASSOCIATION OF ADAMS COUNTY
BROWN
MENARD
SANGAMON AREA SPECIAL EDUCATION DISTRICT
MACON
MACON-PIATT SPECIAL EDUCATION DISTRICT
DOUGLAS
EDGAR
MORGAN
SANGAMON
SPRINGFIELD
MOULTRIE
PIKE
FOUR RIVERS SPECIAL EDUCATION DISTRICT
SCOTT
COLES
SHELBY
EASTERN ILLINOIS AREA OF SPECIAL EDUCATION (EIASE)
CHRISTIAN
CLARK
CUMBERLAND
GREENE
MACOUPIN
WEST CENTRAL ASSOCIATION
CALHOUN
MONTGOMERY
TRI-STATE SPECIAL EDUCATION JOINT AGREEMENT
FAYETTE
EFFINGHAM
JERSEY
BOND
JASPER
SOUTH EASTERN SPECIAL EDUCATION PROGRAM (SESE)
EDUCATIONAL THERAPY CENTER
ALTON
MADISON CTY SP ED COOP REGION II
CLAY
CRAWFORD
RICHLAND
LAWRENCE
MADISON, JERSEY AND MACOUPIN COUNTIES SP ED JOINT REGION III
MADISON COUNTY SPECIAL EDUCATION REGION I
COLLINSVILLE
MARION
KASKASKIA SPECIAL EDUCATION DISTRICT
CLINTON
EAST ST. LOUIS AREA JT AGREEMENT
WASHINGTON
WAYNE
WABASH AND OHIO VALLEY SPECIAL EDUCATION DISTRICT
EDWARDS
WABASH
JEFFERSON
FRANKLIN AND JEFFERSON COUNTIES SPECIAL EDUCATION DISTRICT
CAHOKIA AREA JT AGREEMENT FOR SP ED
BELLEVILLE AREA SP ED DISTRICT
FRANKLIN
HAMILTON
WHITE
PERRY
MONROE
MONROE RANDOLPH
RANDOLPH
PERANDOE SPECIAL EDUCATION DISTRICT
JACKSON
TRI-COUNTY SPECIAL EDUCATION DISTRICT
WILLIAMSON
WILLIAMSON CTY SP ED DISTRICT
SALINE
GALLATIN
UNION
JOHNSON
POPE
HARDIN
ALEXANDER
PULASKI
MASSAC
JOHNSON, ALEXANDER, MASSAC AND PULASKI SPECIAL EDUCATION SERVICES (JAMP)

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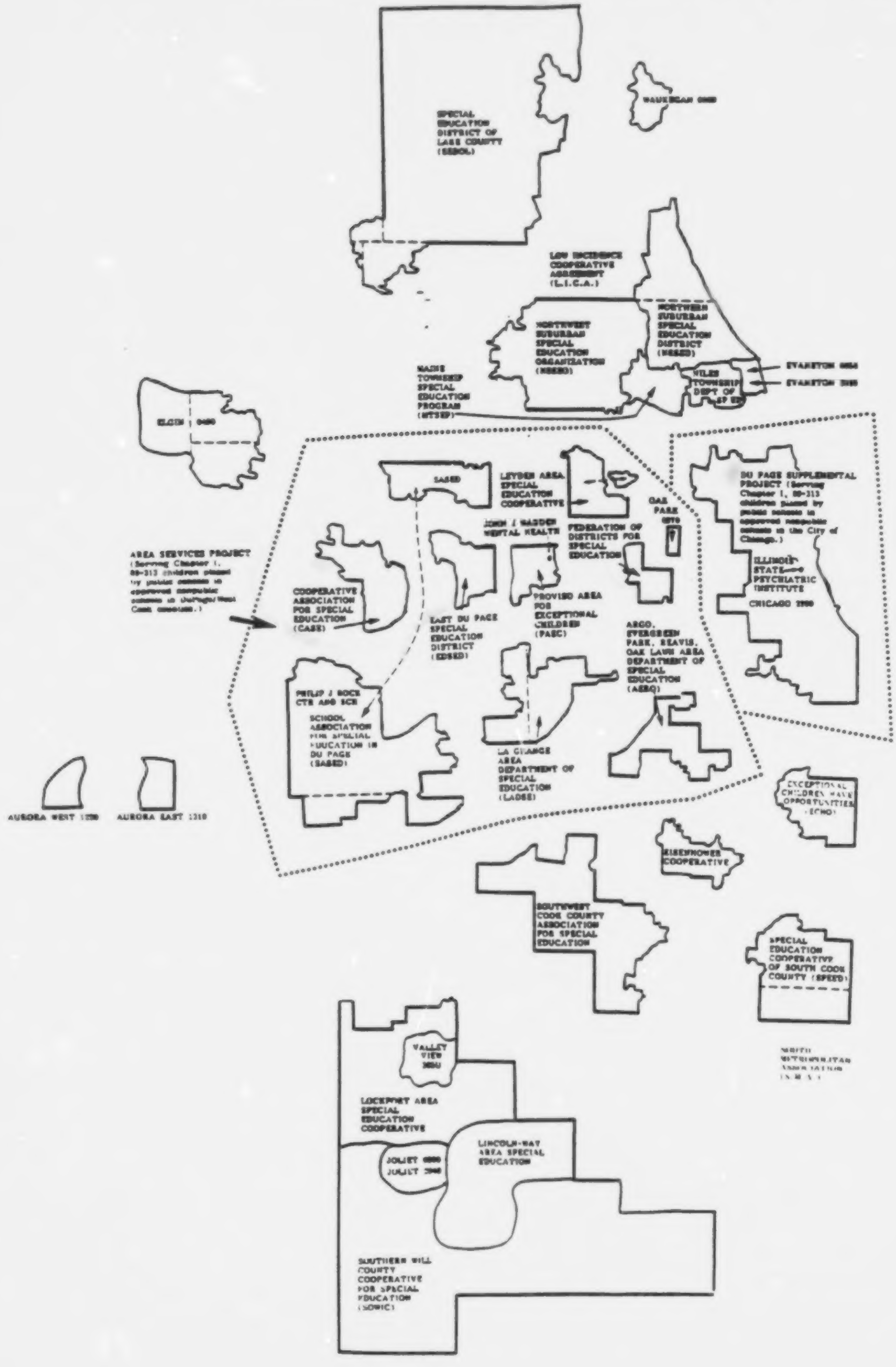
FIGURE 5: 89-313 Projects

Chicago Metropolitan Area, 1990-91 Boundaries.


SPECIAL EDUCATION DISTRICT OF LAKE COUNTY (SEDOL)
WAUKEGAN 0600
LOW INCIDENCE COOPERATIVE AGREEMENT (L.I.C.A.)
NORTHWEST SUBURBAN SPECIAL EDUCATION ORGANIZATION (NSSEO)
NORTHERN SUBURBAN SPECIAL EDUCATION DISTRICT (NSSED)
MAINE TOWNSHIP SPECIAL EDUCATION PROGRAM (MTSEP)
NILES TOWNSHIP DEPT OF SP ED
EVANSTON 0650
EVANSTON 2020
ELGIN 0460
SASED
LEYDEN AREA SPECIAL EDUCATION COOPERATIVE
OAK PARK 0970
DU PAGE SUPPLEMENTAL PROJECT (Serving Chapter 1, 89-313 children placed by public schools in approved nonpublic schools in the City of Chicago.)
JOHN J MADDEN MENTAL HEALTH
FEDERATION OF DISTRICTS FOR SPECIAL EDUCATION
AREA SERVICES PROJECT (Serving Chapter 1, 89-313 children placed by public schools in approved nonpublic schools in DuPage/West Cook counties.)
COOPERATIVE ASSOCIATION FOR SPECIAL EDUCATION (CASE)
EAST DU PAGE SPECIAL EDUCATION DISTRICT (EDSED)
PROVISO AREA FOR EXCEPTIONAL CHILDREN (PAEC)
ILLINOIS STATE PSYCHIATRIC INSTITUTE
CHICAGO 2990
ARGO, EVERGREEN PARK, REAVIS, OAK LAWN AREA DEPARTMENT OF SPECIAL EDUCATION (AERO)
PHILIP J ROCK CTR AND SCH
SCHOOL ASSOCIATION FOR SPECIAL EDUCATION IN DU PAGE (SASED)
LA GRANGE AREA DEPARTMENT OF SPECIAL EDUCATION (LADSE)
AURORA WEST 1290
AURORA EAST 1310
EXCEPTIONAL CHILDREN HAVE OPPORTUNITIES (ECHO)
EISENHOWER COOPERATIVE
SOUTHWEST COOK COUNTY ASSOCIATION FOR SPECIAL EDUCATION
SPECIAL EDUCATION COOPERATIVE OF SOUTH COOK COUNTY (SPEED)
SOUTH METROPOLITAN ASSOCIATION (S.M.A.)
VALLEY VIEW 365U
LOCKPORT AREA SPECIAL EDUCATION COOPERATIVE
LINCOLN-WAY AREA SPECIAL EDUCATION
JOLIET 0860
JOLIET 2040
SOUTHERN WILL COUNTY COOPERATIVE FOR SPECIAL EDUCATION (SOWIC)

Although the Chapter 1 Handicapped Program was initially focused on severely disabled children in state institutions, the law did not limit assistance to particular disabilities and the law in 1978 was amended to include the same definition of handicapped children as the more inclusive Education of the Handicapped Act.

As the states in the 1970s began moving severely disabled children from institutions to less restrictive settings and to local school districts, the law was changed to allow states to continue receiving funds for a child when the child was moved from an institutional setting to a less restrictive setting. The dollars had to follow the child, however, and the state was required to transfer the funds generated by the student to the local school district. The broad definition of disabilities in the Act, along with the authority for dollars to follow children, have allowed states latitude in counting children for Chapter 1 Handicapped funds. The ability of Chapter 1 Handicapped dollars to follow children has removed any incentive in this program to keep children in more restrictive settings once they have qualified for Chapter 1 reimbursement. The initial incentive to place them in such a program may be there, however, as Chapter 1 reimbursement is more than twice the reimbursement under the Individuals With Disabilities Act.[39]

Although Chapter 1 Handicapped funds are allocated on a per student basis the dollars do not flow to the home school districts of the students. The Illinois State Board of Education distributes the money in response to grant applications, but limits the entities permitted to file applications to regional programs. Figures 4 and 5 show the boundaries of the Chapter 1 Handicapped programs. (See the discussion in Section 2.4.1 regarding recent changes in policy concerning distribution of Chapter 1 Handicapped dollars.) In some cases the dollars flow through to more local service providers, but in most cases the Chapter 1 projects keep control of the dollars and take the services purchased by the dollars to where the children are.

3.3.2 Individuals With Disabilities Education Act, PL 101-476

The Individuals With Disabilities Education Act (IDEA) is the primary federal program that supports children with disabilities. It was formerly the Education of the Handicapped Act which was best known by its Public Law number 94-142. IDEA distributes dollars through one general support program (Part B) and through several more focused categorical programs. Table 16 lists these programs and the dollars received through them by Illinois in FY 91.

TABLE 16

Federal Funds Received by Illinois Through
Individuals With Disabilities Education Act (IDEA), PL 101-476, 1990-1991

Fund Source	Dollars (millions)
Part B	
Flow through to local districts	49.9
Room and board for private placements	9.7
Regional programs, special projects	4.0
State administration	2.9
Total: Part B	66.5
Preschool	13.0
Infant and Toddlers	3.6
TOTAL	83.1

3.3.2.1 IDEA-Part B

In comparison with the other federal general support program, Chapter 1 Handicapped, IDEA-Part B is much larger; it has an annual federal appropriation of approximately $1.4 billion compared to $150 million for Chapter 1, and supports approximately 4.2 million students with disabilities compared to 260,000 for Chapter 1. The level of funding for each student, however, is considerably less.

The stated intent of IDEA-Part B is to provide extra funding for students with disabilities equal to 40 percent of the national average per student cost of educating students without disabilities. The federal appropriation, however, has never come close to reaching that level and in 1991 the grant to Illinois was approximately 5 percent of the state's average per student cost.

IDEA-Part B dollars are allocated to states on the basis of the number of students with disabilities aged 3 through 17 identified and served by each state, provided that no more than 12 percent of all such students in the state can be counted and that students included in the Chapter 1 Handicapped program also cannot be counted.

The dollars must be used to supplement the special education program and cannot be used to replace any state or local dollars already being used. The dollars may be used for administrative purposes, and each child counted for the program does not have to individually receive services from the funds provided. If a local district is already providing complete special education programming to its students the State can reallocate IDEA funds from that district to another district that needs more assistance.

Of the money allocated to a State, 75 percent must flow through to local districts. Of the other 25 percent, 5 percent can be used by the State for administration costs, and the remaining 20 percent can be used for direct services to children with disabilities; support services which include personnel development, parent training activities, and recruitment and training of hearing officers and surrogate parents; and State monitoring activities and complaint investigations.

Illinois law enacted in 1978 requires that half of the State's "discretionary" 25 percent of IDEA-Part B funds (or 12.5 percent) be used to pay the board and room costs of students with disabilities placed in private schools whose room and board are not already paid by other state agencies. With 5 percent of the "discretionary" funds going to State administrative costs, and 12.5 percent to pay private school room and board, only 7.5 percent remains. (These percents have changed slightly in the 1992-93 school year.) These funds are typically used for regional programs and special projects. As room and board costs increased in the late 1980s, however, the 12.5 percent set aside was not sufficient to cover the total, and money formerly set aside for regional programs and special projects was used for room and board. In FY 91 an additional $1.4 million was added to the statutory 12.5 percent set aside for room and board, raising the allocation for room and board that year to 14.6 percent of the discretionary funds.

Like the Chapter 1 Handicapped funds, the IDEA Part B flow through funds are disbursed by the State Board of Education in response to grant applications. Again, the State Board, in partial response to the federal prohibition on disbursing grants less than $7,500, limits the entities from whom it will accept applications. For Part B flow through funds the designated applicants are the cooperatives and single district providers.

How much of the Part B flow through funds remain at the cooperative level and how much flows through in sub-grants to local school districts is a matter of individual cooperative policy. Most of the dollars, however, remain at the cooperative level to fund cooperative services.

Again like the Chapter 1 Handicapped funds, the grant applications serve only the purpose of identifying how the funds will be spent. The amount of the grant is determined by the number of eligible children, and a grant has never been denied. Although federal law allows dollars to be shifted within a State when the needs within an area have been met, shifting has never occurred in Illinois.

The allocation of Part B "discretionary dollars" to regional programs and special projects has already been described in the discussion in Section 2.4.1 on regional programs. These discretionary funds in the last two years have been added to the flow-through funds allocated to cooperatives and single district providers raising the total of flow-through funds to 78.5 percent of the federal allocation to the State.

3.3.2.2 IDEA: Handicapped Infant and Toddler Grants

The purpose of the Handicapped Infant and Toddler grants is to enhance the development of children with disabilities below the age of three years and minimize their potential for developmental delay. The grants are intended to assist each state develop comprehensive early intervention services for infants and toddlers with disabilities and their families.

The funds are distributed to states on the basis of the number of infants and toddlers with disabilities in the state. The FY91 allocation to Illinois was $3.6 million. The State distributes the funds on a competitive basis through grant applications. In FY91 funds went to 26 private agencies, 5 cooperatives and the Chicago Board of Education.

3.3.2.3 IDEA: Preschool Grants

The IDEA Preschool Grants program is directed at providing up to $1,000 per child for preschool educational experiences for children with disabilities aged 3 through 5. The funds are distributed to states on the basis of the number of children with disabilities aged 3 through 5 in the state. The FY91 allocation to Illinois was $13 million, 75 percent of which was distributed to school districts on the basis of the number of eligible children served, and 25 percent of which was used for statewide activities, including a child-find media campaign, a regional technical assistance program, in-service training, special projects and administrative costs of the State Board of Education.

The IDEA preschool grants received by Illinois school districts in FY91 came to $535 per student.

3.3.3 Personnel Reimbursement

The Personnel Reimbursement Program is the State's basic funding program for special education. It reimburses approved special education programs a flat amount for each teacher, professional worker and noncertified employee providing special education services. The program was initially designed to pick up half the cost of special education personnel. The law, however, has not kept up with salary increases and the current rates for reimbursement do not cover 50 percent of salaries.

In FY 1991 the program distributed $196 million; claims were paid at 100 percent for 20,670 full-time equivalent professional employees and 10,057 full-time equivalent noncertified employees. Claims are paid quarterly in the year after the expenses are incurred.

The personnel eligible for reimbursement and the rates are as follows:

1. For eligible physically handicapped children and all eligible children whose placement is in hospital or home instruction 1/2 of the teacher's salary but not more than $1,000 annually per child or $8,000 per teacher, whichever is less;
2. For one full-time qualified director of a fully approved special education program, the annual sum of $8,000;
3. For each school psychologist, the annual sum of $8,000;
4. For each qualified teacher working in a fully approved program for preschool age children who are deaf or hard-of-hearing, the annual sum of $8,000;
5. For each professional worker excluding those discussed above, $8,000 a year;
6. For readers, working with blind or partially seeing children 1/2 of their salary but not more than $400 annually per child; and
7. For necessary noncertified employees working in any special education class or program, 1/2 of the salary paid or $2,800 annually per employee, whichever is less.

Only personnel who have been pre-approved by the State Board of Education are eligible for reimbursement. All have to be appropriately credentialed for (the handicapping conditions of) the students they are teaching and all must have job descriptions (within their credentials) on file. All personnel must spend at least 50 percent of their time with special education services and must be supervised by appropriately credentialed personnel who spend 100 percent of their time with special education services. Work assignments for each individual must also be approved.

The State Board of Education has interpreted that the personnel reimbursement is limited to salaries paid from local funds. The full reimbursement authorized by statute is made only when the portion of the individual's salary paid from local funds is equal to, or exceeds, the statutory reimbursement. In cases where the portion of the individual's salary paid from local funds is less than the statutory reimbursement, the reimbursement is reduced to the amount of the local share.

Statewide, the State Personnel reimbursement program pays 19.5 percent of the salaries of special education personnel. The local school districts pay 72.9 percent of the salaries, 94-142 flow through dollars pay 3.4 percent, and Chapter 1 Handicapped funds pay 1.1 percent. There is not much variation in these percentages in different parts of the State, or between wealthy and poor school districts. (See Appendix H for a breakdown of Personnel reimbursements by service unit.)

Teachers account for 76.6 percent of the state reimbursement. Other staff account for 23.4 percent. Teachers certified to teach students with the target disabilities accounted for 7.9 percent of the teacher reimbursements, or approximately the same percent as target disability students are of all special education students.

3.3.4 Extraordinary Services

The State reimbursement program for Extraordinary services was first passed in 1972. It is designed to reimburse local school districts for "extraordinary" costs of educating special education students. Payments are made to school districts quarterly to cover the previous year's costs.

The "extraordinary" costs are those over and above the regular education per capita tuition cost which are not covered by the state's special education personnel reimbursement program and federal grant dollars.

Not all of a district's extraordinary costs are covered, however. First, there is a statutory limitation of $2,000 per student. Second, historically there has been a "gentleman's" agreement that a district would claim for Extraordinary reimbursement only those costs which exceeded 1.5 times the district's per capita tuition charge. Extraordinary costs that were less than 50 percent greater than the costs of regular education were thus historically not covered. Third, when State appropriations do not cover all of the Extraordinary claims each claim is reduced a pro rata share. Extraordinary costs not covered by state reimbursement are the responsibility of the local district.

In simplified terms, if one ignores the "gentleman's" agreement and ignores the impact of proration, Extraordinary costs are divided this way:

> the school district pays the regular education per capita;
>
> the State pays the first $2,000 in extra costs;
>
> the school district pays everything else.

In the Extraordinary program, the State goes first in picking up extra costs but its financial risk is capped at $2,000. The school district's financial risk is open ended.

In FY 91 claims for Extraordinary reimbursement totalled $62.4 million. The appropriation was $60.8 million and each claim was reimbursed at a rate of 98.6 percent.

In FY91 the "gentleman's" agreement was still generally being adhered to. Since then, however, the agreement has fallen apart and districts are now claiming all the law allows them to claim. As a result total claims have increased. Appropriations, however, have remained about the same and as a result the rate of reimbursement has declined sharply.

A FY 93 first quarter memorandum from the State Board of Education to local school districts explained what has happened this way:

> Previous practice was that districts claimed only those expenses in excess of one and one-half times the per capita tuition amount for the district. However, some districts have been legally claiming all excess costs for the past few years. Due to increasing levels of proration and the growing financial crisis, this year many districts have legally claimed all expenses in excess of local support, increasing the total claims from $70 million last year to over $160 million this year. In the face of level state funding from FY92 to FY93, claims in this category were prorated at 38.3 percent, down significantly from (89.5 percent in) FY92. [40]

These numbers indicate that in FY91 as a result of the "gentleman's" agreement, approximately $80 to $100 million in Extraordinary costs were covered by school districts and not claimed for reimbursement from the State.

Numbers supplied by the State Board of Education indicate that the cap of $2000 accounted for approximately an additional $20 million in Extraordinary costs just for target population students not being reimbursed by the State.

The FY91 Extraordinary payments averaged $1,433 per claimed student. The number of students claimed under the program during the whole year totalled 43,574, of which approximately one-quarter were in the target population. The target population Extraordinary claims averaged about $1,900 a student.

The Extraordinary funding program is the most important funding program for the target population of this study. Almost 60 percent of the total target population is funded by Extraordinary, and more than three-quarters of the students labeled TMH are funded by Extraordinary. The number and percentage of students with target disabilities funded by Extraordinary dollars are shown.

	Students, Ages 6 to 21, Funded by Extraordinary	
Disability Label	Number of Students	Percent of all Students With That Label
TMH	4,750	77.6
PH/C	1,276	46.8
D/B	11	25.6
OHI	441	29.4
S/PMH	811	32.5
All Target Disabilities	7,289	56.6

3.3.5 Private School Tuition

The State reimburses local school districts for part of the tuition and all of the room and board costs for special education students who are not served in the local public special education program but attend private schools, public out-of-state schools, or public school residential facilities including any special education facility owned and operated by a county.

For a district to be reimbursed for any such placement, however, the district must certify that the special education program of the district is "unable to meet the needs of that child because of his handicap" and the State Superintendent of Education must find that the district is in substantial compliance with the law that requires each school district to maintain a comprehensive special education program. Reimbursements are made quarterly in the year following the expenditure.

The formula for reimbursing private tuition costs has two tiers. The first tier applies to the first $4,500 in tuition charges. The second tier applies to that portion of any charge in excess of $4,500. The two tiers are as follows:

Tier 1:

a) The school district pays the actual cost of the tuition and related services (excluding room, board and transportation costs) or $4,500 per year, whichever is *less*.

b) The State reimburses the school district the amount by which $4,500 exceeds the district's regular education per capita tuition charge.

Tier 2:

a) The school district pays the amount by which the actual cost of tuition and related services (excluding room, board and transportation costs) exceeds $4,500.

b) The State reimburses the school district the amount by which this second-tier payment exceeds the district's regular education per capita tuition charge.

Under Tier 1, the maximum a school district is responsible for is $4,500. Every school district that has a regular education per capita tuition charge of $4,500 or more will pay $4,500. Every school district that has a regular education per capita tuition of less than $4,500 will be responsible for only its own per capita and the State pays the difference between that amount and $4,500.

Under Tier 2, the maximum a school district is responsible for is its own regular education per capita.

Under both Tier 1 and Tier 2 together, the maximum a school district is responsible for is as follows:

For all school districts with less than $4,500 regular education per capita:

An amount equal to two regular education per capitas.

For all school districts with more than $4,500 regular education per capita:

An amount equal to one regular education per capita plus $4,500.

This means that poorer districts have to make a relatively greater effort than richer districts when students are placed in private or residential facilities. The average tuition charge for a private school placement in FY91 was approximately $12,200. For wealthy districts this was not much more than their cost for a regular education student and they would have paid the full cost quite easily. For poor districts this was five to six times their cost of a regular education student and they would have had to pay twice their regular cost.

If one simplifies the formula, ignores the impact of the two tiers on who precisely pays which dollar in what order, and concentrates on the effect rather than the mechanics, the formula is much easier to understand. Essentially, for a child in a private school:

The school district pays the regular per capita cost;

The school district pays the first extra per capita of cost up to $4,500;

The State pays the rest of the tuition.

Here we clearly see that a school district's responsibility for paying private tuition is limited to $4,500 in extra costs. The school district goes first, and the State picks up everything that is left. The school district's financial risk is limited; the State's financial risk is open ended.

The different effect that the formula has on wealthy and poor districts is illustrated by looking at the private tuition charges that would have been paid by the districts with the highest ($11,175) and the lowest ($2,212) regular education per capita tuition charges.

Assuming the average private tuition charge of $12,200, the wealthiest district would have paid the full charge for the private tuition which was only $1,025 (9 percent) more than its own tuition charge for regular students. The State would have paid nothing.

At the other end, the poorest district with a per capita regular education tuition charge of $2,212, would have paid $4,424 from its own funds (or 100 percent more than its own charge for regular students) and the State would have paid the rest, or $7,776.

Given that same average private tuition charge of $12,200:

> all districts with regular education tuition charges of $7,700 or more would have paid the full tuition cost of the private special education placement; the most effort made by any of these districts would be to increase its regular education costs by 58 percent.
>
> all school districts with regular per capita tuition charges of $4,500 or less (about two-thirds of the districts in the State) would have had to make the maximum effort of doubling its regular education costs.

In FY91 school districts paid $70.8 million in private tuition payments for 7,629 students for whom the daily average enrollment was 5,799. The school districts were reimbursed $24.2 million for those expenditures with $2.8 million coming as tier 1 reimbursements and $21.4 million coming as tier 2 reimbursements.

Approved 1992 private tuition rates for in State facilities ranged from a low of $5,399 for a school year to a high of $30,209. The per day approved tuition rates ranged from a low of $22.50 to a high of $124.

Approximately 40 percent of the students with disabilities in private schools are in the target population. (Almost all of the other students in private schools are classified BD.)

The Private Tuition reimbursement program, however, is not as important to the target population students as Extraordinary. Where 56.6 percent of the target population students aged 6 to 21 were supported by the Extraordinary program, only 17.6 percent of the target population students aged 6 to 21 were supported by the Private Tuition program. Private Tuition is most important for S/PMH students, of whom 54.6 percent were in private schools.

The number and percentage of students with target disabilities funded by Private Tuition dollars are shown.

	Students, Ages 6 to 21, Funded by Private Tuition	
Disability Label	Number of Students	Percent of all Students With That Label
TMH	625	10.2
PH/C	136	5.0
D/B	1	2.3
OHI	144	9.6
S/PMH	1,362	54.6
All Target Disabilities	2,268	17.6

3.3.6 Private School Room and Board

If a child's Individual Education Program calls for the child to placed in a residential school, and the plan has been approved by the State Board of Education, and the school's tuition and room and board rates have been approved by the Governor's Purchased Care Review Board, then the costs of room and board are paid by the State.

The State Board of Education is the agency of last resort and pays for all student room and board costs not paid by other agencies or obligated third party payers. (In practice, however, other agencies tell parents to try first to get room and board paid by the State Board of Education.)[41]

Between 1,900 and 2,000 students a year are placed in residential facilities and the State Board of Education pays the room and board costs for 600 to 625 of them. Of the State Board of Education placements, approximately 70 percent are at in-state facilities and 30 percent are at out-of-state facilities.

In FY91 the State Board of Education reimbursed school districts $9.7 million for room and board payments. This money came from the State's share of federal IDEA grant dollars.

Unlike private school tuition payments which have remained relatively stable at about $12,000 per student per year since the early 1980s, the average cost of room and board paid by the State Board of Education has almost doubled, going from about $16,000 per year to about $30,000 per year. Where room and board used to be about 55 percent of the total cost of a residential placement, it is now about 70 percent of the total cost. Total cost of tuition and room and board is now approaching an average of $45,000 per student per year.

In response to the escalating room and board costs that were causing claims to exceed the IDEA dollars set aside by statute for room and board payments, the State Board of Education convened a special task force in late 1989 to address the problem. The task force recommended that in the short term additional state general revenue funds be appropriated to cover the shortfall. The task force recommended that in the long run:

> the earmarking of IDEA funds for room and board reimbursement should be repealed and the funds used to develop early intervention and community support programs;
>
> that the room and board reimbursement approval process be revised;
>
> that additional financial and performance controls be placed on residential placements;
>
> that private schools be required to meet the same standards as public schools; and
>
> that the incentives in the reimbursement programs for private school placements and extraordinary services be eliminated.[42]

Of these recommendations only changing the approval process has been accomplished. Total room and board claims have not continued to increase in recent years, however, as they did in the late 1980s.

The State Board of Education reimburses school districts for private school room and board payments on a current basis. Vouchers are submitted and paid monthly.

There is no incentive in the private school cost reimbursement formulas for local school districts to care about room and board costs, and little incentive to care about tuition costs. In the first case, the local school district picks up none of the cost, and in the second case the cost to the local school district is fixed and once that point is passed all of the excess tuition costs are picked up by the State. If appropriations don't cover all the claims, however, the shortfall is prorated, and paid by the local districts, providing a general incentive for all school districts to collectively hold down future costs.

3.3.7 Special Education Transportation

The school district is responsible for providing transportation for each child with a disability who requires special transportation service "in order to take advantage of special education facilities." [43] The responsibility extends to all children with disabilities regardless of whether they attend a public school, a private day school or a private residential school.

The method of determining the cost of special transportation is similar to the method of determining the cost of transportation of students in regular education. Some of the restrictions that apply to regular education transportation do not apply to special education transportation, however. All special students are eligible for transportation, not just those who live more than 1 1/2 miles from school; and the limitations on extracurricular trips are not as stringent.

Special education transportation is an entirely separate system from regular education transportation and can be used only to transport special education students separately from regular students. The typical destination is a "special facility". To be included in special transportation a special education student must have special transportation noted specifically on his or her Individualized Education Program, and must be pre-approved by the State Board of Education, Department of Special Education. Field trips must also be pre-approved by the State as do any additional (more than one per school term) round trips for students placed in private or state-operated residential schools.

When special education students are transported with regular education students, they are counted as regular students and are listed as being enrolled in the regular student transportation program.

The State reimburses local districts 80 percent of their costs for special education transportation. The reimbursement is paid quarterly in the year after the costs are incurred. In the 1990-91 school year special education transportation claims totalled $105.9 million. Since the appropriation was only $102.8 million the claims were paid at a proration of 97 percent. With claims of $105.9 million, the total cost of special education transportation was approximately $132 million of which the local districts paid approximately $29 million.

Approximately 90,000 students received special education transportation services in FY91. At a total cost of $132 million, the average per pupil cost was approximately $1,465 of which the state paid $1,172 and the local school district paid $293.

The State also reimburses the costs of regular education transportation but the reimbursement formula leaves most local districts paying more than 20 percent of the costs. In general, the State reimburses the transportation costs that exceed the revenue that would be generated by tax rates of .05 percent for high school districts, .06 percent for elementary districts, and .07 percent for unit districts. This means that the State pays an increasingly larger share of regular transportation costs as the wealth of the school district declines.

There are limits, however, in the formula for school districts at both ends of the spectrum. The wealthiest districts are not cut off from all State funds. Even though they may be able to cover their entire transportation costs at the formula's computational tax rates they are guaranteed a minimum reimbursement of $16 per eligible student transported. On the other end of the continuum, poor districts are capped at 80 percent reimbursement of costs unless they actually levy a transportation tax of .12 percent or more.

In FY91 the State reimbursement for regular and vocational transportation was $123 million. The local share of the cost of regular and vocational transportation was also about $123 million.

The reimbursement formulas for both regular and special education transportation do not provide much incentive for local school districts to be concerned with costs. With regular education transportation (for most school districts) the local district has a responsibility to pay a fixed amount. All costs past that point are picked up by the State.

Local school districts have more of an incentive to be concerned with costs of special education transportation as the local district pays 20 cents out of every dollar spent. For every dollar saved, the local district saves 20 cents. (The 20 cents local share is picked up by the State for Extraordinary students if the cap of $2,000 on the State's share has not already been exceeded by the educational costs for the student.)

3.3.8 Orphanage Tuition

Each school district is responsible for providing education to children with disabilities who live in orphanages, foster family homes, children's homes or in State housing units located within the district, and who would not otherwise be living in the district. The State reimburses a school district an amount equal to the per capita special education cost for each child. The reimbursement is paid quarterly for the current year expenses.

(School districts have the same educational responsibility for children in these same living arrangements who do not have disabilities. In such cases the State reimburses the school district an amount equal to the regular education per capita cost.) Such reimbursement must be paid by the end of the school year in which the services are provided.

The school district can provide the special education classes in facilities of the orphanage or children's home (group grants awarded upon annual application), or the children can attend the special education classes of the district or joint agreement of which the district is a participating member (individual grants). Classes conducted under group grants are considered to be part of the "continuum" of special education services provided by the school district or cooperative and other children from the district or other districts can be tuitioned in to the classes.

Regional superintendents, with the consent of the school board that otherwise would have the obligation, may operate special education classes for these children. Regional superintendents who take on this responsibility may enter into joint agreements with other districts and may contract with public or private schools or the orphanage, foster family home, children's home or State housing unit to provide the special education program. In such cases the regional superintendent receives the State reimbursement.

If it is determined that the child's educational needs require a private school, the school district is eligible to be reimbursed under both the private tuition and orphanage reimbursement programs. In general, school districts are reimbursed by the State for all of the costs of educating children with disabilities who live in orphanages, children's homes, foster family homes or State housing units located within the district, and who would not otherwise be living in the district. Since all costs are reimbursed by the State, including transportation, there are no costs to the district for such children regardless of the educational program provided. The State does pre-approve all placements and all group programs. In FY91 the State reimbursed school districts $25.9 million for special education orphanage group programs, and $13.3 million for individual orphanage tuition costs.

Approximately 13 percent of the students funded by the Orphanage program were target population students; 54 percent were classified BD, 17 percent LD, and 9 percent EMH. The Orphanage funding program was of small significance to the target population students, however, as only 3.1 percent of them were funded with Orphanage dollars. The number and percentage of students with target disabilities funded by the Orphanage program are shown.

	Students, Ages 6 to 21, Funded by Orphanage Program	
Disability Label	Number of Students	Percent of all Students With That Label
TMH	145	2.4
PH/C	20	0.7
D/B	0	0.0
OHI	13	0.8
S/PMH	230	9.2
All Target Disabilities	408	3.1

3.3.9 Summer School

The State reimburses school districts for approved summer school programs conducted for children with disabilities placed in private schools, public out-of-state schools, or public school residential facilities, or for children served by the local school district who require extraordinary special education services and facilities.

With some adjustments, primarily to account for the shorter length of summer school, the State reimbursement per pupil for summer school, is the same as the State reimbursement per pupil for the regular school year under the general state aid formula.

This means that the pupil weightings for high school students, middle school students, and students from low income families are used and that there is some equalization based on assessed property values. Special education students are treated differently from regular education students only in that enrollment rather than attendance is used for counting.

In practice, the special education summer program grant is the summer equivalent of Extraordinary, without the requirement to document the costs. Since attendance at summer school programs is included in both the Private and Orphanage reimbursement programs, summer school for those children is already covered with those dollars.

Public school special education summer programs, in addition to being funded with Summer School program dollars, are also supported with special education Personnel and Transportation dollars.

In FY91 the State reimbursed $3.1 million to 571 local school districts for special education summer programs that served 15,689 students. This was an average of $195 per student. The special education Summer School appropriation has been approximately $3 million a year since 1985.

3.4 Relative Importance of Funding Sources to Target Population Students.

The relative importance of the various funding sources for special education is difficult to measure because each takes a different piece of the action. Transportation gets the student to school. Personnel pays for the teacher. The two federal grant programs throw in extra dollars for every student. These programs build on each other and it is only after this foundation of services is in place, that the funding programs begin to apply to individual students, and the student is either Extraordinary, or Private Tuition, or Orphanage, or none of the above.

Tables 17 and 18 show the numbers and percentages of target population students in the various funding programs. Transportation and Personnel don't appear in the Tables but the $300 million provided by those two programs buy services for all of the students in the tables.

The IDEA students are the "none of the above" students. They are served in the public schools, so they don't qualify for Private Tuition; their costs are not great enough to qualify for Extraordinary; and they live at home so they don't qualify for Orphanage. The Chapter 1 (only) students are served in state schools. (Although not stated in the tables, Chapter 1 dollars also support the students in the Private, Extraordinary and Orphanage programs.)

The Tables make a number of things clear.

The large majorities (90 percent or more) of each of the target disabilities except S/PMH are served in the public schools. Even with S/PMH, only a little more than half are served in private schools.

About half of the students with physical disabilities are "none of the above" and are supported only with IDEA funding. More than 90 percent of the target students with cognitive disabilities, however, qualify for other funding.

Table 17

Number of Students Ages 6 through 21 With Target Disabilities Supported by Indicated Funding Sources

	FUNDING SOURCE						
DISABILITY LABEL	IDEA	Private	Extra-ordinary	Orphan-age	Chapter I	Other	Total
TMH	586	625	4,750	145	13	0	6,119
PH/C	1,244	136	1,276	20	48	0	2,724
D/B	5	1	11	0	4	22	43
OHI	903	144	441	13	1	0	1,502
S/PMH	83	1,362	811	230	9	1	2,496
ALL TARGET DISABILITIES	2,821	2,286	7,289	407	74	23	12,884

Table 18

Percentage of Students Ages 6 through 21 With Target Disabilities Supported by Indicated Funding Sources

	FUNDING SOURCE						
DISABILITY LABEL	IDEA	Private	Extra-ordinary	Orphan-age	Chapter I	Other	Total
TMH	9.6%	10.2%	77.6%	2.4%	0.2%	0.0%	100.0%
PH/C	45.7%	5.0%	46.8%	0.7%	1.8%	0.0%	100.0%
D/B	11.6%	2.3%	25.6%	0.0%	9.3%	51.2%	100.0%
OHI	60.1%	9.6%	29.4%	0.8%	0.1%	0.0%	100.0%
S/PMH	3.3%	54.6%	32.5%	9.2%	0.4%	0.0%	100.0%
ALL TARGET DISABILITES	21.9%	17.6%	56.6%	3.1%	0.6%	0.2%	100.0%

Extraordinary funding is particularly important for students labeled TMH; more than three-quarters of them (77.6 percent) are supported with Extraordinary funds.

The "Other" funding that supports half of the Deaf/Blind students are State appropriations that pay for the running of State schools.

3.5 The Activities to Which the Categorical Funding Programs Attach Dollars

The special education funding programs in Illinois attach dollars:

to particular kinds of expenditures:

personnel
transportation
room and board

to particular kinds of placements:

private schools
orphanages

to excess costs:

extraordinary

to children:

Chapter 1 Handicapped
IDEA Part B pass through

To the extent that dollars are attached to specific, limited kinds of expenditures, or to specific, limited kinds of placements, school districts are limited in the range of programming that can be incorporated into Individual Education Plans. It is always easier to put a child into a placement that is already paid for, than into an individually designed placement for which dollars have to be found, since no dollars are specifically earmarked.

"Personnel" appears to be a broad category of expenditures applicable to any child or to any kind of placement. The restrictions, however, in the rules defining the kinds of personnel who are included and limiting the activity that will be paid for, make it difficult to use personnel funds for broad based inclusion. (This issue is discussed more fully in Section 4.3.1.)

Extraordinary funds are used to pick up the extra costs incurred by school districts and cooperatives in high cost programs for particular individuals. The per capita tuition costs that are reimbursed out of Extraordinary funds are the average costs of programs established for categories of children with particular kinds of disabilities. The costs are averaged over the children in each program.

Individual costs can be reimbursed with Extraordinary funds but these must have been expended "solely" for the benefit of the "individual" child. For the costs of "total inclusion" to be reimbursed with Extraordinary funds they must be counted as having been incurred "solely" for the benefit of the "individual" child.[44] The costs of a system of services designed to broadly support inclusion as an experience of every child do not fit easily into the list of costs defined as reimbursable by Extraordinary funds.

Illinois has chosen to attach most of its special education funding to the infrastructure that supports special education. As school districts and cooperatives expand their infrastructure they receive more dollars from the State. If they hire more teachers, they get more dollars. If they do more transporting, they get more dollars. If they use more private schools, they get more dollars. Even in Extraordinary which is called a pupil reimbursement program, the trigger for the school district or cooperative getting dollars from the State is spending dollars to buy services. Illinois attaches special education dollars to the spending of money and the building up of the service infrastructure.

The Illinois practice contrasts with the federal government and some 20 other States that attach dollars to students. In those jurisdictions a school district or cooperative that has more special education students, gets more dollars. (The difference in results from the two approaches are seen in Table 20 and discussed in Section 3.7.) Other States attach dollars to special education students, but attach different amounts of dollars to different kinds of students to allow for varying costs associated with the kind and severity of disabilities.

There are almost as many variations in special education funding as there are States. [45] But in each case, the what that dollars are attached to, have both economic and programmatic effects. In a study done for the National Association of State Directors of Special Education Directors, the author writes, "State special education funding programs have the capacity, inadvertently or intentionally, to influence programs at the local level as they can affect the number and type of children served as handicapped, the type of programs and services provided by local school districts, the duration of time students spend in special education programs, the placement of students in various programs, and class size and caseloads." [46]

Attaching dollars to the infrastructure has three effects. First, it encourages the establishment and expansion of programs. Second, it sends more dollars to wealthy districts than to poor districts. Third, it makes it difficult for school districts and cooperatives to be responsive to individual student needs.

3.6 Inter-relationships Among the Categorical Funds

Figure 6 illustrates the relationships among, and the cumulative impact of, the various State and federal special education funding programs in Illinois. In looking at how the programs interact with each other, it is important to keep in mind that these programs are intended to offset the "extra costs" of special education that are over and above the costs of what a regular education would be for that child. Those basic regular education costs are paid for by a combination of local property taxes and general State aid.

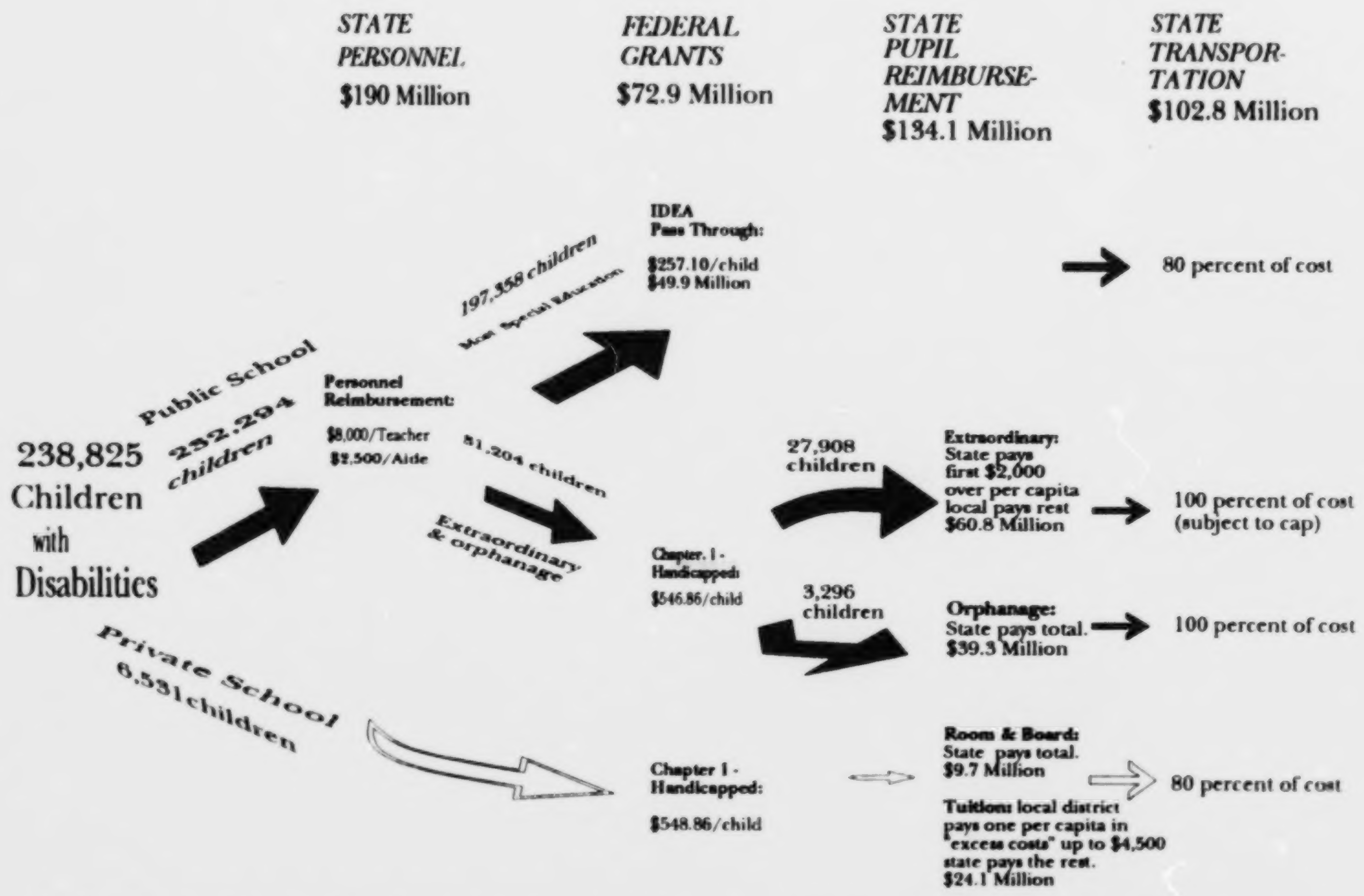

STATE PERSONNEL
$190 Million
FEDERAL GRANTS
$72.9 Million
STATE PUPIL REIMBURSEMENT
$134.1 Million
STATE TRANSPORTATION
$102.8 Million
238,825
Children
with
Disabilities
Public School
232,294
children
Personnel
Reimbursement:
$8,000/Teacher
$2,500/Aide
197,358 children
Non Special Education
IDEA
Pass Through:
$257.10/child
$49.9 Million
80 percent of cost
81,204 children
Extraordinary
& orphanage
Chapter. 1 -
Handicapped:
$546.86/child
27,908
children
Extraordinary:
State pays
first $2,000
over per capita
local pays rest
$60.8 Million
100 percent of cost
(subject to cap)
3,296
children
Orphanage:
State pays total.
$39.3 Million
100 percent of cost
Private School
6,531 children
Chapter 1 -
Handicapped:
$548.86/child
Room & Board:
State pays total.
$9.7 Million
Tuition: local district
pays one per capita in
"excess costs" up to $4,500
state pays the rest.
$24.1 Million
80 percent of cost

FIGURE 6: State and Federal Funding Programs for Special Education in Illinois: FY 1990-91

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Personnel is the basic public State special education funding program in Illinois. Personnel dollars go to every school district, cooperative, joint agreement and regional program that hires special education personnel. The State pays a particular amount per employee; the local entity pays the rest of the salary.

The federal IDEA flow through and Chapter 1 Handicapped dollars are distributed on a child per capita basis. They are in addition to personnel dollars. Chapter 1 Handicapped dollars are attached to children in the extraordinary, private and orphanage funding programs. IDEA flow through dollars are attached to all other children. Federal dollars in both programs are required to supplement, not supplant, local and State dollars; cost sharing is not the intent of either program.

Private school tuition funds do not interact with public school personnel funds. If the child is in a private school, that child is not in the public school contributing to the need for personnel whose salaries are reimbursed by the State. That child is, however, entitled to benefit from the Chapter 1 Handicapped funds that are sent to Region.

Private school tuition funds pay the summer school costs of the children in the private schools. State private tuition dollars supplement local dollars paying for private tuition. The local share of the cost is capped, with the State having the responsibility of paying any remaining costs. State private tuition dollars are sent to the resident district of the child.

The room and board costs for approved private school placements are paid 100 percent by the State out of IDEA discretionary dollars. The room and board dollars are added on top of the private school tuition dollars. State room and board dollars are sent to the resident district of the child.

The State individual orphanage funds supplement State personnel funds and federal Chapter 1 Handicapped funds and replace local funds in paying the cost of special education for children who are wards of the State and who otherwise would not be the responsibility of the local school district. The total cost of special education for children who live in orphanages, foster family homes, children's homes, or State housing units is paid with State and federal dollars. When such children are placed in private schools for special education, the State private tuition fund pays the formula-determined State share of the tuition and then the State orphanage fund pays what would have been the local school district's share of the private tuition. State individual orphanage funds are sent to the school district within which the "home" is located. The State group orphanage funds pay the full cost of conducting group special education programs for children who live in orphanages, foster family homes, children's homes, or in State housing units. The dollars are sent to the operating district.

State Extraordinary funds supplement local funds, State personnel funds, and federal Chapter 1 Handicapped funds in paying the costs of educating children with disabilities in public schools. The State's share of Extraordinary costs is capped with the local district having the responsibility of paying any remaining costs. Extraordinary funds are sent to the district, cooperative or joint agreement that provides the special education services.

State special education summer school funds supplement local funds in paying the cost of summer school for children whose regular term education is paid for in part by State "extraordinary" funds. Unlike other State reimbursement programs, State personnel funds are not considered in determining the State's share of special education summer school costs. Neither the state nor the local share of summer school costs is capped. The State private tuition funds and orphanage funds pay summer school costs for children eligible for those programs.

State special education transportation funds supplement all other funds in paying 80 percent of the costs of transporting special education students to special education facilities. The resident district is responsible for the transportation and most of the transportation dollars are sent to the resident district.

The overall fiscal impact of all of these different funding programs is difficult to determine. Since the accounting systems do not clearly identify costs and there is not a single formula for dispersing funds, it is not clear whether all the extra costs of special education are reimbursed by the State, or whether, or to what extent, there is cost shifting within districts.

At the high cost end of the scale where children with disabilities are eligible for the Extraordinary and Private tuition programs, it is clear that local school districts do contribute local dollars over and above the local dollars required for regular education.

It is not so clear at the low end of the cost scale whether or not State special education personnel and transportation dollars, along with the federal IDEA pass-through dollars, more than offset the extra costs of special education. If they do, then local districts actually spend less of their local dollars on special education for a child with mild disabilities than they would have on regular education for that same child.

There is some evidence to indicate this might be the case. A study on "Special Education Costs and the Impact on Illinois School District Financial Operations" done in 1989 at the Center for the Study of Educational Finance at Illinois State University reached this conclusion:

> The development of an accurate net cost for special education programs in Illinois school districts proved to be an elusive goal. The identification of targeted revenue was also difficult to achieve. No one with knowledge of school finance and, specifically, special education program costs and reimbursements, would venture to say that a district could "make money" by receiving more revenue from state and federal sources for special education programs than it takes to support the programs.
>
> Yet, in this study, that is the way it appeared among 30 percent of the elementary districts that showed negative costs per pupil. Among the high school districts, 52 percent reported negative costs per pupil; and among the unit districts, 17 percent.
>
> The omission of support service costs may have contributed to the negative cost picture; on the other hand, factoring in special education tax revenue might have sent it back in the other direction. The source data that were used were the subjects of all sorts of different interpretations by districts and auditors. Moreover, the mission of the original study was frustrated because of inadequate program cost data.[47]

The authors of the Illinois State University study cited several other studies of special education in other parts of the country which reached the same tentative conclusion that some school districts make money on special education.[48] In Illinois it is likely that the extra costs of special education are covered, or more than covered, for all except the students with the more significant disabilities. One of the special education directors interviewed for this study estimated that the average extra special education cost per student was $800. The Special Education Personnel program alone reimburses school districts an average of $820 per special education student. A staff person at the State Board of Education said it is assumed school districts make money on most special education children, because "otherwise they would be filing Extraordinary claims for them."

The most common major choice facing school districts and parents under the existing structure and funding system is whether to place a child with significant disabilities into a private school or into a public program that is supported by Extraordinary funds. The financial implications, for the school district, of that choice are discussed in Section 4.4.

3.7 Where the Dollars Go.

What is the financial impact of these various funding programs and distribution formulas? Does the overall financing structure of special education in Illinois result in dollars following children with disabilities, or does the support for special education vary by geographical region, by wealth of the local school district, or by other economic or demographic indicators?

There is substantial variation across the State in the per pupil support of special education from State and federal sources. When the major State and federal grant programs are combined, Chicago received $2,745 per special education student; the suburban school districts received $2,010 per special education student, and the Downstate school districts received $1,478 per special education student. The breakdown by geographical area and by type of service provider is shown in Table 19. Appendix F provides the detail by individual service provider.

Table 19

Per Pupil Special Education Funding by Grouped Service Units

Service Unit Group	Total ADA 1990-1991	Total Spec. Ed Students	Total Target Students	State/Federal Special Ed Funding Total	Per Pupil	Index of Regular Ed Participation	Percent in Private Facility	EAV per Pupil
Chicago Dist. 299	343,836	42,200	3,912	$115,844,248	$2,745	7.5	33.6%	$70,216
Suburban Cooperatives	803,316	77,473	3,380	$155,283,233	$2,004	16.0	10.8%	$104,210
Suburban Single Dist. Units	117,410	16,114	826	$32,806,116	$2,036	10.1	14.3%	$66,388
Downstate Cooperatives	524,630	81,431	3,578	$116,786,211	$1,434	16.9	9.6%	$49,728
Downstate Single Dist. Units	106,874	18,086	1,063	$30,316,008	$1,676	9.9	12.7%	$52,425
State Total	1,896,066	235,304	12,759	$451,035,816	$1,917	12.8	17.7%	$72,729

Given the broad geographical groupings used in Table 19, the variation in per pupil support for special education is striking, particularly since there is no overt intent in the distribution formulas to produce such a result. The high per student level of funds to Chicago may in part be explained by the higher proportion of target population students in the City's mix of special education students and the greater use of private facilities. Those distinctions cannot be made, however, between the Suburbs and Downstate. Both areas are relatively similar in the percentage and mix of special education students, in their Indexes of Regular Education Participation and in their use of private facilities.

The Equalized Assessed Valuation per student Downstate, however, is half the equalized assessed valuation per student in the Suburbs and that may at least partially explain why Downstate received approximately 36 percent less per capita in special education reimbursements than did the Suburbs.

The Illinois special education reimbursement programs are tied to the infrastructure that supports special education. Since wealthier school districts can afford more infrastructure per student, it follows that the wealthier school districts would qualify for more State dollars per student.

That is what, in fact, occurs in Illinois. Table 20 groups special education service providers by equalized assessed valuation per student. Except at the very top and bottom of the scale there is a consistent relationship: the poorer the school district, the less special education reimbursement from the State.

School districts with assessed valuations between $40,000 and $60,000 per student received an average of $1,540 in special education reimbursements per student; while districts with assessed valuations between $100,000 and $120,000 per student received an average of $2,213 in special education reimbursements per student.

The poorer districts received $673 less per special education student than did the wealthier districts. The wealthier districts received 44 percent more per student in special education reimbursements than did the poorer districts.

The dollars translate directly into the quantity and quality of services. In districts with EAVs between $40,000 and $60,000 per student, there is one fulltime equivalent staff person for every 7.4 special education students. In the wealthier districts with EAVs between $100,000 and $120,000 per student, there is one fulltime equivalent staff person for every 4.9 students. This means that there are 50 percent more staff per student in the wealthier districts than in the poorer districts.

All of the major programs are included in Table 20. The Extraordinary and Private programs are combined because they are complimentary and because of the desire to eliminate variations based on the choice of placement. The federal grant programs are combined to reduce variations due to differences in the mix of special education students.

(The Chicago and East St. Louis school districts are omitted from the scale in Table 20 and added at the bottom as special cases. This was done because both districts appear to be special cases.) The detail by individual service provider is shown in Appendix G.

Table 20

Federal Grants and State Reimbursements per Special Education Student by Wealth of School District, 1990-1991

			FUNDING PROGRAM expressed in dollars reimbursed per spec ed student					
EAV Per Pupil	**Number of Service Units**	**Number of Special Ed Students**	Personnel	Transportation	Extraordinary & Private	Federal Grants	Total	Special Ed Students per One FTE Staff
>$120,000	**9**	**27,618**	**$983**	**$490**	**$338**	**$271**	**$2,082**	**5.2**
$100,000 to $119,999	**6**	**10,228**	**$990**	**$471**	**$445**	**$307**	**$2,213**	**4.9**
$80,000 to $99,999	**9**	**25,631**	**$879**	**$417**	**$351**	**$279**	**$1,926**	**5.8**
$60,000 to $79,999	**14**	**27,769**	**$788**	**$377**	**$313**	**$267**	**$1,745**	**6.4**
$40,000 to $59,999	**38**	**79,345**	**$707**	**$312**	**$251**	**$270**	**$1,540**	**7.4**
$20,000 to $39,000	**13**	**20,912**	**$735**	**$265**	**$341**	**$267**	**$1,608**	**6.7**
Chicago $70,216	**1**	**42,200**	**$844**	**$763**	**$856**	**$283**	**$2,746**	**6.6**
East St. Louis $9,180	**1**	**1,601**	**$808**	**$456**	**$567**	**$233**	**$2,064**	**7.7**

If one moves from the larger geographical areas of the State down to the level of the individual service provider the spread in per student aid is even larger. Federal and State aid to an individual service provider ranged from a low of $1,148 per special education student to a high of $2,906 per special education student. Following is a comparison of the basic numbers of the two service providers.

	Provider Highest Reimbursement	Provider Lowest Reimbursement
Total average daily attendance	6,068	12,659
Percent special ed. students	16.8%	15.2%
Target pop. percent of spec. ed.	5.0%	4.0%
Regular ed. per capita tuition	$7,210	$2,504
EAV per ADA student	$109,000	$45,600
Index of reg. ed. participation	15.0	24.9
Percent in private schools	5.6%	1.3%
Fed. grants per spec. ed. student	$348	$299
State $s per spec. ed. student	$2,558	$849

The variation in per student special education aid comes from the State reimbursement programs and not from the federal grant programs. It is clear that the result of the federal grant programs coincides with the intent: dollars are attached to students. When dollars are attached to things other than students, as in the State reimbursement programs, then there is a divergence between the dollars and the students.

As Table 20 demonstrates, the divergence occurs in all of the State reimbursement programs. The divergence is the same direction in all of the programs. The effect of all of the programs working together is to make the divergence wider and to give more dollars per special education student to the wealthier districts.

3.8 Relationship of Funding Sources to LREs.

Of the 9,964 target population students funded by the Private Tuition, Extraordinary and Orphanage programs in 1990-91, only 2 single, individual students were reported as being in regular education with supports, or in regular education more than 50 percent of the time. Only 1,404 students, or 14.1 percent of those funded by the three programs, were in regular education placements less than 50 percent of the time. The remaining 86 percent of the students were in completely segregated settings; either in self contained classrooms, in separate public schools, or in private schools. These three funding sources are associated overwhelmingly with the more restrictive placements.

There is some question about the accuracy of the reporting of LREs for at least some of the students. The funding programs are set up to fund separate, segregated programs. The allowable costs are related to separate, segregated programs. Understandably, staff at the State Board of Education have taken the position that the important thing is to get the money out to cover student costs and it is easier to redefine the meaning of words than to change program requirements or risk the loss of dollars.

In an attachment to a 1992 memorandum to Directors of Special Education, the Department of Special Education wrote that "time receiving special education services should be the main factor used in determining which LRE code is to be (used)." A student who is placed full time in a regular classroom but who has full time support from a special education teacher is interpreted to be full time in a special education setting. The memorandum concludes:

> In other words, the amount of time a student is considered to be in special education should determine the LRE code that is used, even though this will not reflect the student's placement in the regular education classroom. It will, however, allow the more severe special education population to continue to be counted under Chapter 1, Handicapped Program for federal count purposes. [49]

A long time staff person at the State Board of Education called the process a "game of language" in discussing Personnel reimbursements. Personnel dollars are not lost when students are included because "if there is a special education teacher team teaching with the regular teacher then the classroom is labeled a special education classroom."

"We are working within the structure of (the statute) 14-7.01 which was put together from the mindset of a separate structure and we are trying to make things work. There are lots of different things going on out there. We send them a letter telling them how to report the money so that it works, so that they are not penalized. ... The more you know about how these numbers are put together, the more you realize how little they mean." [50]

Despite these caveats about the accuracy of the LRE data, it is instructive to look at how LREs relate to funding sources. Tables 21 and 22 show the LREs and funding sources for all target population students aged 6 to 21. In looking at these tables it should be kept in mind that Personnel dollars also support all of these students except those funded with Private Tuition funds, and that Transportation dollars support all the students.

Of the target population students funded with Extraordinary funds, 81 percent are either in self contained classrooms or segregated public schools.

Private Tuition, which can be considered an extension of Extraordinary for a specific placement, by definition funds only students who are in private schools. The funding and the placement are identical and determined simultaneously.

The Orphanage program appears to be used in much the same way as Extraordinary; 95 percent of the target population students who are funded by the Orphanage program are in either self contained classrooms or segregated public schools. (For purposes of this analysis a self contained class taught at the orphanage by the school district or cooperative is called a segregated public school.)

Table 21

LREs and Funding Sources for All Target Population Students Ages 6-21, 1990-1991
(Number of Students)

	FUNDING SOURCE						
LRE	IDEA	Private	Extra-ordinary	Orphan-age	Chapter I	Other	Total
Regular Ed with Supports	415			1			416
Regular Ed >50 %	418			1			419
Regular Ed < 50%	306		1,384	20			1,710
Self-Contained Classes	401		3,075	96			3,572
Segregated Public School	493		2,830	289	13		3,625
Private Facility	23	2,268					2,291
State School	1				61	23	85
Home/Hospital	766						766
Total	2,823	2,268	7,289	407	74	23	12,884

Table 22

LREs and Funding Sources for All Target Population Students Ages 6-21, 1990-1991 (Percentage of Students)

	FUNDING SOURCE						
LRE	IDEA	Private	Extra-ordinary	Orphan-age	Chapter I	Other	Total
Regular Ed with Supports	14.7%			0.2%			3.2%
Regular Ed >50 %	14.8%			0.2%			3.3%
Regular Ed < 50%	10.9%		19.0%	4.9%			13.3%
Self-Contained Classes	14.2%		42.2%	23.6%			27.7%
Segregated Public School	17.5%		38.8%	71.1%	17.6%		28.1%
Private Facility	0.8%	100.0%					17.8%
State School	0.0%				82.4%	100.0%	0.7%
Home/Hospital	27.1%						5.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The Chapter 1 Handicapped column in Tables 21 and 22 includes almost entirely students placed in state schools and who therefor are not supported by any of the State categorical grant programs. (Its understood that the students receiving Private, Extraordinary and Orphanage funds, are also supported by Chapter 1 Handicapped funds.)

The IDEA funds supported 2,823 target population students, or approximately 22 percent of all target population students aged 6 to 21. Students supported only with IDEA funds are generally less severely disabled and do not receive either Extraordinary or Private Tuition dollars. The students receiving IDEA funds were spread quite evenly across the spectrum of public school LRE placements.

This evenness disappears when the LREs for students with specific disabilities are examined in Tables 23 through 27.

With the cognitive disabilities, 80 percent of the IDEA supported students were in either self contained classrooms or segregated public schools.

With the physical disabilities, however, only 17 percent of the IDEA supported students were in self contained classrooms or segregated schools; 38 percent were either in regular education full time with supports, or in regular education more than 50 percent of the time. Another 35 percent were in a hospital or a home setting.

Extraordinary supported students show the same pattern of students with cognitive disabilities being generally more isolated than students with physical disabilities, but with the increased severity of disability the differences are not as great. The isolation for both cognitive and physical disabilities increases with severity.

Table 23

Funding Sources and Placement of Students Labeled TMH Ages 6 through 21, 1990-1991 (Number of Students)

	FUNDING SOURCE						
LRE	IDEA	Private	Extra-ordinary	Orphan-age	Chapter I	Total	Percent
Regular Ed with Supports	10			1		11	0.2%
Regular Ed >50 %	13					13	0.2%
Regular Ed < 50%	78		802	12		892	14.6%
Self-Contained Classes	311		2,170	42		2,523	41.3%
Segregated Public School	159		1,778	90	12	2,039	33.3%
Private Facility	13	625				638	10.4%
State School					1	1	0.0%
Home/Hospital	2					2	0.0%
Total	586	625	4,750	145	13	6,119	100.0%

Table 24

Funding Sources and Placement of Students Labeled PH/C Ages 6 through 21, 1990-1991
(Number of Students)

LRE	FUNDING SOURCE IDEA	Private	Extra-ordinary	Orphan-age	Chapter I	Total	Percent
Regular Ed with Supports	327					327	1.2%
Regular Ed >50 %	322					323	11.8%
Regular Ed < 50%	158		421	4		583	21.4%
Self-Contained Classes	50		477	6		533	19.6%
Segregated Public School	220		378	9	1	608	22.3%
Private Facility		136				136	5.0%
State School					46	46	1.7%
Home/Hospital	167				1	168	6.2%
Total	1,244	136	1,276	20	48	2,724	100.0%

Table 25

Funding Sources and Placement of Students Labeled D/B Ages 6 through 21, 1990-1991
(Number of Students)

	FUNDING SOURCE							
LRE	IDEA	Private	Extra-ordinary	Orphan-age	Chapter I	Other	Total	Percent
Regular Ed with Supports	1						1	2.3%
Regular Ed >50 %	1						1	2.3%
Regular Ed < 50%	2		4				6	14.0%
Self-Contained Classes			5				5	11.6%
Segregated Public School			2				2	4.7%
Private Facility		1					1	2.3%
State School	1				4	22	27	62.8%
Home/Hospital								0.0%
Total	5	1	11	0	4	22	43	100.0%

Table 26

Funding Sources and Placement of Students Labeled OHI Ages 6 through 21, 1990-1991
(Number of Students)

	FUNDING SOURCE							
LRE	IDEA	Private	Extra-ordinary	Orphan-age	Chapter I	Other	Total	Percent
Regular Ed with Supports	76						76	5.0%
Regular Ed >50 %	81						81	5.4%
Regular Ed < 50%	65		85	3			153	10.2%
Self-Contained Classes	26		223	3			252	16.8%
Segregated Public School	63		133	6			202	13.5%
Private Facility	10	144					144	9.5%
State School					1		1	0.1%
Home/Hospital	592			1			593	39.5%
Total	903	144	441	13	1	0	1,502	100.0%

Table 27

Funding Sources and Placement of Students Labeled S/PMH Ages 6 through 21, 1990-1991
(Number of Students)

	FUNDING SOURCE							
LRE	IDEA	Private	Extra-ordinary	Orphan-age	Chapter I	Other	Total	Percent
Regular Ed with Supports	1						1	0.0%
Regular Ed >50 %	1						1	0.0%
Regular Ed < 50%	3		72	1			76	3.0%
Self-Contained Classes	14		200	45			259	10.4%
Segregated Public School	51		539	184			774	31.0%
Private Facility	10	1,362					1,372	55.0%
State School					9	1	10	0.4%
Home/Hospital	3						3	0.1%
Total	83	1,362	811	230	9	1	2,496	100.0%

3.9 General Conclusions Concerning Special Education Funding in Illinois.

The funding of special education in Illinois is fragmented. Multiple streams of federal and State dollars flow into special education at multiple levels. Most of the dollars go directly to school districts, but 25 percent goes to the mid-level providers (cooperatives and regionals).

The State dollars are attached to the infrastructure of special education, which encourages the establishment and expansion of programs and makes it difficult for school districts and cooperatives to be responsive to individual student needs. State special education dollars go disproportionately to wealthy school districts.

The federal dollars that are attached to special education students largely go to mid-level providers.

There is little flexibility in the funding programs to accommodate the financial requirements of inclusion.

The Extraordinary, Private Tuition and Orphanage reimbursement programs are associated overwhelmingly with the more restrictive placements.

CHAPTER IV

Disincentives in the Illinois Special Education Funding System to Educating Children in Their Home Schools

4.1 Funding Is Not Separate From the Institutional Structures of Special Education

This introductory paragraph to an extended discussion of the disincentives to educating children with disabilities in their home schools that now exist in the present funding system for special education in Illinois, is a brief restatement of a point already made. Funding does not exist by itself in a vacuum. Funding takes place within an institutional structure and it is attached to essential elements of that institutional structure. Funding and the institutional structure that it gives life to are an integrated whole. They exist and change together.

If there are disincentives to inclusion in the funding system, they only reflect and reinforce the disincentives to inclusion that are found in the larger structure of special education as it exists today. As a result, the discussion in this chapter is as much about the general institutional arrangements in special education as it is about particular financial details of distribution formulas.

4.2 The Opportunity Costs of Categorical Funding

"Opportunity costs" is a basic economic concept. In its simplest formulation it says, "You can't spend the same dollar twice." One of the costs of buying item "A" is that you can't take those same dollars and purchase item "B". The opportunity cost of "A" is forgoing the acquisition of "B".

The opportunity cost of categorical funding established by law for special education in Illinois is the forgoing of purchasing the resources required for inclusion. Every dollar that is earmarked (categorized) for resources that are used in segregated programs is a dollar that can't be spent to buy resources for inclusive programs.

Let's look at the Illinois categorical programs and the requirements for spending the dollars and see what is left for inclusion.

Private schools for special education are recognized and licensed only for children with disabilities. Money set aside for private school tuition and room and board ($34 million) is not available for inclusion.

Special education transportation dollars ($102 million) are set aside to transport special education children to special education facilities and are not available for inclusion.

Orphanage group programs ($25.9 million) are segregated programs and that money is not available to spend for inclusive programs.

State special education personnel dollars ($196.0 million) are required to be spent for salaries of people certified to work with children who have particular disabilities and whose job descriptions must match their certifications. The language in the regulations has to be reinterpreted for the staff necessary for inclusion to be readily covered.

IDEA pass-through dollars and Chapter 1 Handicapped dollars ($72.9 million) go to cooperatives and regional in response to grant proposals, making it difficult to get the dollars down to home schools where inclusion takes place.

The orphanage individual program ($13.3 million) sets aside money to be used for a particular group of individuals; the money is not available to support a general inclusion program.

The extraordinary program ($60.8 million) sets aside money to cover the high costs of "programs" for children with significant disabilities. Although the costs of a "total inclusion" program for an individual student can be paid under this program there is no provision to pay the general costs a school would incur to support inclusion.

And that uses up all the special education dollars. All of it is earmarked for particular kinds of expenditures, much of which are associated directly with segregated programs, and none of which are directly supportive of inclusive programming. The dollars are all attached to particular kinds of expenditures and school officials have little flexibility to substitute.

4.3 Program Assumptions of Segregated Settings

The laws and regulations that govern the categorical funding programs assume a segregated setting. The activities and costs that are identified as being reimbursable are often activities and costs associated with segregated programs. The forms for claiming reimbursement under the categorical programs are designed with a segregated setting in mind.

4.3.1 Personnel Reimbursement

All personnel who spend any portion of their time in special education are required to be approved by the State regardless of whether or not the school district or cooperative is requesting personnel reimbursement for that person. In order to be eligible for State personnel reimbursement a teacher or other employee must spend at least 50 percent of their time with special education services, and administrators, directors, assistant administrators, assistant directors and supervisors must spend 100 percent of their time with special education services.[51]

Each teacher must have the specific license, certificate or approval that is appropriate for the disability of the children being taught. Supervisors must hold the appropriate supervisory credentials/approvals applicable to the program(s) they are serving. Each recognized special education entity must employ a full-time administrator of special education programs and services who holds an "administrator of special education approval" and whose appointment has been approved by the State.

There must be a current job description on file for each employee and the responsibilities described may "reflect only those activities which are appropriate for work assignment(s) and for which the person holds the credentials required for the position. For example, technical assistance supervision activities are not included in an assistant director's or a teacher's job description unless that person holds the appropriate technical assistance supervising credentials."

Personnel are not approved by the State unless the work assignment code for that individual falls within the scope of the certificates and approvals in that individual's computerized credential file.

Work assignment codes for teachers are limited to specific disabilities. Each teacher must work under the direction of a technical supervisor also credentialed in that disability.

The class codes (the code that describes the setting within which the teacher will be functioning) do not include a code that describes an inclusive classroom.

Personnel approval forms must be filed three times a year. Personnel approval forms for special education summer school are filed separately. Personnel approval forms for "other necessary professional positions" and professional positions for which there are no established work assignment codes are filed on an ongoing basis as needed.

The personnel reimbursement claim forms are filed once a year, in August for the preceding school year. The full statutory reimbursement is prorated to a full time equivalent basis and is paid only to the extent that the salary was paid from local funds. Reimbursement is paid only for personnel who, along with their job descriptions, have previously been approved by the State.

In summary, the personnel approval and reimbursement system is disability based. It is designed on the assumption that special education is carried on separately from regular education and has its own administrative and service delivery structure. Although inclusion can be forced into this established mold, it is not a natural fit. Local school districts have to be "creative" in the way they describe and report inclusion expenditures. Inclusive practices take on the cover of segregated reporting categories.

The existing procedures for personnel approval and the disbursement of personnel dollars, are a disincentive to inclusion.

4.3.2 Federal IDEA Pass-Through and Chapter 1 Handicapped Grants

The incentives inherent in the federal IDEA Pass-Through and Chapter 1 Handicapped funding programs lie not so much in the distribution formula as in the procedural way the dollars are handled by the State Board of Education. The federal law distributes the dollars on a per pupil basis. The Chapter 1 Handicapped dollars are required to directly benefit the students who generate the claim for the dollars; the IDEA Pass-Through dollars are only required to indirectly benefit the students who generate the claim for the dollars, and the dollars can be redistributed to under-served students if students in some area have already been fully served.

The State Board of Education, however, does not simply distribute the dollars to school districts on the basis of student numbers, even though the amount of each grant is determined by the number of eligible students within the jurisdiction of each grantee. An application for the money is required, and applications are accepted only from mid level providers and the 25 school districts that are large enough to provide their own comprehensive special education program.[52] (See Tables 13 through 15 and the discussion in Section 2.7.4 for analysis of where federal grant dollars are spent.)

Less than one percent of the federal grant dollars are sent from the State directly to the 921 school districts that are members of cooperatives. Some of the grant applications from cooperatives include provisions for sending on some of the money in sub-grants to member school districts but this practice is not uniform and doesn't cover much of the money.

The greater the initial distance between the location to which the dollars are sent and the student's home school, and the more levels through which the dollars have to flow, the less chance there is that the dollars and the student will meet in the home school. The grant applications spell out the activities (or programs) for which the dollars will be spent, and typically the dollars are earmarked to supplement and support the centralized programs that are already in place. Every special education dollar that does not flow through to the local district, is a dollar that cannot be used for the inclusion of a student. Even in cooperatives that are using some of their federal grant dollars to provide training and support for inclusion, the dollars are not going directly into paying the costs for the inclusion of a student.

Since inclusion is tied to a place (the home school of the student with disabilities) requirements that flow money in other directions than to the local school district are an impediment and disincentive to inclusion. The school district somehow has to get the money that some other entity has control over. If the money flowed initially to the school district, and the school district had control over the programming and how it was spent, the school district could choose to do inclusion or could choose to send the money and the student somewhere else for the education specified in the Individual Educational Plan. For there to be no disincentive for inclusion the money has to be joined with the student from the beginning.

The State Board of Education is moving in the direction of sending all Chapter 1 Handicapped dollars directly to cooperatives and allowing cooperatives the choice each year of whether to contract some low incidence services from regionals or to provide those services themselves. For the disincentive for inclusion to be removed, however, the practice needs to go two steps further; the money needs to go directly to the school districts, and the practice needs to cover both Chapter 1 Handicapped funds and IDEA funds.

4.3.3 Pupil Reimbursement Programs: Extraordinary and Orphanage (Individual)

The extraordinary and orphanage (individual) funding programs reimburse costs attached to individual students. The disability of the student is immaterial to the programs; the cost of the educational services provided to the student triggers the State funding.

The question of whether or not the extraordinary and orphanage (individual) funding programs contain disincentives for inclusion hinge on the issue of how costs are defined. Even though the programs are described as pupil reimbursement programs, the costs are special education program costs averaged over the number of special education students in the approved special education program.[53] The program is defined by the disability characteristic of the students it is designed to serve. As an approved program that exists in an approved location, a pro rata share of support services, educational media expenditures, administration, fiscal services, interest, operations, maintenance and depreciation are all added to the program costs to be averaged across the number of students in the program.

The costs for an included student are "recommended" to be listed on that part of the form limited to expenditures for services and equipment obtained solely for the individual pupil. The costs allowed to be listed are: a) the net salary of an individual aide; b) equipment purchased for use solely by the pupil; and c) contracted services contracted solely for the pupil. Except for these costs, the included student is treated as a regular education student.

Both direct and indirect costs are included in the reimbursement under the extraordinary and orphanage (individual) programs when the pupil is in an approved special education program. Not all direct and indirect costs are counted, however, when the pupil is included in the regular classroom. The school district looses dollars as a result of the way costs are defined.

4.3.4 Private Tuition and Room and Board

The fact that the State sets aside a pool of dollars to pay for private school placements (as opposed to all other placements) is an incentive to use that placement and a disincentive to use other placements for which there is no specific pool of dollars. The requirement that the local school district participate in the cost of the private placement reduces the incentive, but nevertheless it is still there and exerts a pull.

By definition, dollars that go to pay for private placements are dollars that are not available to be used by local school districts to pay the costs of other kinds of placements, including inclusion. The extent of the disincentive for inclusion is the difference between setting aside dollars to pay for private placements and giving those same dollars to school districts to pay for placements deemed to most appropriately meet the needs of those children, regardless of whether those placements are private or public. An incentive for inclusion equal to the existing incentive for private placements - and a disincentive for private placement -would be to set aside that pool of money solely to pay the costs of inclusion.

The disincentive comes from attaching dollars to the results of a particular decision rather than to the child with disabilities, or even to the decision maker.

Section 4.4 discusses the relative incentives generated by the different cost sharing formulas in the reimbursements for private school tuition and public school extraordinary programs. It is important to note, however, and it is the point of this section, that the earmarking of dollars solely for private placements is in itself a disincentive to inclusion.

4.3.5 Orphanage (Group)

The points raised in the above section on private placements are relevant, and should be mentioned, in any discussion of the orphanage (group) program which picks up the costs of segregated (by definition) special education programs located, for the most part, in orphanages, foster family homes and children's homes.

The difference between the funding of private school programs and orphanage (group) programs is that the statute does not give orphanage (group) reimbursement separate standing from orphanage (individual) reimbursement. The school district or cooperative can choose to provide special education programming in any setting for the eligible child and the full costs will be reimbursed. To the extent, however, that orphanage (group) programming takes on an ongoing life of its own and is not considered continually in the light of the current needs of the current special education children, the issues associated with setting aside and guaranteeing dollars for a particular kind of placement are relevant.

4.3.6 Special Education Transportation

The State pays 80 percent of the cost of special education transportation and the school district where the pupil resides is responsible for paying 20 percent of the cost. The formula for the allocation of regular education transportation costs requires most school districts in the State to pay considerably more than 20 percent of the costs of regular education transportation.

The question of disincentives for inclusion in the transportation cost reimbursement program has three parts: 1) does inclusion make a particular student ineligible for special education transportation; 2) does the school district lose money when a student shifts from special education transportation to regular education transportation; and 3) does the school district lose money when it stops transporting children long distances and begins to educate them in their home schools.

The State rules include two criteria for making a student eligible for special education transportation: the child's exceptionalities and the program location. [54] Inclusion would not affect the eligibility of any child whose exceptionalities require special transportation. Children who are eligible for special transportation solely because of the location of the special education program would, however, become ineligible for special education transportation if they were included in their home schools. This is likely to be the case for children with less severe disabilities. To the extent that inclusion makes children ineligible for special education transportation, and the school district has to pick up the higher share of the costs of regular education transportation, there is a disincentive for inclusion in the transportation funding formulas.

The question of whether the State or the local school district pays the marginal increased cost of regular transportation when a child shifts from special to regular transportation as a result of inclusion has already been discussed in Section 3.3.7. Theoretically, if the State is picking up all the marginal increased costs there is an incentive for the school district to shift children from special transportation to regular transportation because the State will be reimbursing 100 percent of the additional costs rather than only 80 percent. To the extent that this occurs and school administrators are motivated by marginal costs rather than average costs there is an incentive for inclusion in the transportation funding formulas.

The disincentive for inclusion in the transportation formulas is much stronger in wealthy districts that have high assessed property values per student than in poorer districts. The wealthy districts that get flat grants for transportation are faced with receiving $16 for a student for the year from the State for regular transportation, but receive 80 percent of the total cost of transporting that student if the student qualifies for special transportation. For those districts the disincentive against inclusion in the transportation formulas is substantial.

If there is any significant potential for cost savings for a school district in moving to inclusion, it is in the expenditures for transportation. As children are brought back from centralized programs to their home schools, the requirements for transportation diminish substantially. The sizeable savings achieved in transportation can offset whatever increased educational costs that arise from providing increased special education supports in more locations.[55]

If the school district, however, cannot take the transportation dollars that are saved and use them to pay the increased educational costs, the school district loses money. Even if the overall costs are less, the costs to the school district may be more, if it has to pay the increased educational costs, and the State gets the benefit of the reduced transportation costs. Since it is the school district that makes the decision, it is the financial impact on the school district that is important to the decision making process.

Transportation, better than anything else, illustrates the basic problem of categorical funding and attaching dollars to specific support services. Transportation does not contribute to the education of a child. It may be a necessary part to the whole process, but it doesn't add anything to the outcome. Yet the State routinely attaches 25 percent of its special education dollars to transportation.

In terms of educational benefits and total costs, every school district is faced with the trade-offs between centralized and decentralized programs. But as long as transportation is funded separately, and local school districts can't trade dollars between transportation and education, the school district doesn't have the flexibility of making choices for its own children. By funding transportation separately, and by reimbursing transportation costs at a higher level than other kinds of costs, the State is loading the dice in favor of centralization.

More than one school official told us in interviews that decisions about special education in their school district would be different, if the money they now received for transportation costs could be used to pay for educational costs.

4.4 The Choice Presented: Private Placement vs. Extraordinary Reimbursement

Much of the recent discussion about disincentives against inclusion in Illinois special education funding has centered on the differences in how the State pays for students placed in private schools and how the State pays for similar students who are educated in the public schools.

The decision to place a child in a segregated private school is easier and results in the school district paying fewer of its own local dollars, it is argued, than a decision to educate that child in the school district. Taken together (the private school tuition reimbursement formula and the reimbursement formula for extraordinary costs), the combination creates a disincentive against inclusion. The existence and strength of that disincentive are discussed in this Section.

In looking at the financial implications of placing a child with significant disabilities in a private school or providing an education for that child in the public system, one should look at the total flow of money that results from that decision and not just the dollars from the two funds under discussion. Figure 7 illustrates where the dollars come from to pay for a public school extraordinary special education and for a private school special education.

The point of view has to be that of the local school district: by law the local school district has the responsibility for providing the education regardless of where it takes place; local school district personnel along with the parents make the decision on where the child goes to school; and the local school district picks up the costs that remain after the federal and State shares have been paid.

There are five sources of funds to support public school extraordinary education. There is the State personnel reimbursement of $8,000 for each teacher and $2,500 for an aide; there is the Chapter 1 Handicapped grant of $549 per child; there is the State extraordinary reimbursement; the State transportation reimbursement; and local school district property taxes.

There are five sources of funds to support a private school special education: the federal Chapter 1 Handicapped grants of $549 per child; the State private tuition reimbursement; the State room and board reimbursement; the State transportation reimbursement; and local school district property taxes.

LOCAL SCHOOL DISTRICTS

	State	Federal	State	State
Public Placement Extraordinary Costs 27,908 students	Personnel $8,000 per teacher $2,500 per aide	Chapter 1 - Handicapped $548.86 per child	Local pays *one per capita** State pays next $2,000 - District pays rest.	State pays 80% of transportation - State pays remaining 20% of transportation if within $2,000 cap.
Private School Placements 6,531 students		Chapter 1 - Handicapped $548.86 per child	Local pays *one per capita** Local pays next per capita up to $4,500 - State pays the rest. State pays all room & board.	State pays 80% of transportation.

* *One per capita* is the cost in each school district of educating one child in the regular education program.
It is funded jointly from local propoerty taxes and state dolars distributed through the state's general state aid formula.

Figure 7: The Financial Choice Between Public and Private Education for School Districts Educating the Child with Significant Disabilities

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The federal Chapter 1 Handicapped grants are theoretically similar for both placements. In neither case, however, do the dollars contribute to the basic costs. The regional programs get the dollars, and develop and deliver services to the children in cooperation with both private and public providers. See the discussion in Section 3.3.1.

The State Personnel reimbursement dollars help pay the cost of the public school choice. The Personnel dollars don't really impact on a single decision on a single child. The Personnel dollars are, however, significant when the school district is considering setting up a program to provide educational services to children with significant disabilities. Once the decision to establish a program is made, and the program is in place, and the Personnel dollars are flowing, the decision to place a child in that program and take additional advantage of Extraordinary dollars becomes easier. If the initial decision to establish the program in the public system is not made, and the program is not in place, the decision to place a child in a private school becomes easier.

The effect of the Transportation formulas is discussed in Section 4.3.6.

Local property tax dollars pick up the local costs that remain after all of the reimbursements. Since it is more difficult for poor districts to raise the same amount of dollars as rich districts, there is more of an incentive for poor districts to limit the district's obligations.

The data on placements and the distribution of categorical program dollars to school districts and cooperatives around the State supports the suggestion that the decision to place a child in a private school or in a public extraordinary program is not made on a child by child basis. There is a prior decision, at either the district or cooperative level, on how much to use private schools and how much to use public extraordinary programs. Within those predetermined parameters, decisions are individually made.

The existence of such prior decisions is the only way to explain the variation in the distribution of Private and Extraordinary dollars around the State. For example, Proviso Area schools made the public school Extraordinary choice 98 percent of the time, receiving $1.1 million in Extraordinary funds, and only $8,000 in Private tuition reimbursement; while not very far away, Mid Valley schools in Kane County made the public school Extraordinary choice only 67 percent of the time, receiving $288,000 in Extraordinary funds and $416,000 in Private tuition reimbursement.

In deep Southern Illinois the school districts in the Tri-County, Wabash-Ohio Valley and JAMP cooperatives made no private school placements and received $1.3 million in Extraordinary funds. The school districts in the Region III, Alton, Collinsville, Cahokia and East St. Louis cooperatives, however, made the private school choice 46 percent of the time, collecting $783,000 in Extraordinary funds and $1.4 million in Private tuition reimbursement.

Decisions to place higher than average numbers of children in private schools are geographically concentrated and occur in the City of Chicago, in McHenry, Kane and Will counties and in the Metro East area of Southern Illinois. School districts and cooperatives in those areas account for 35 percent of the special education students in the State, 74 percent of the private school special education placements, and 82 percent of the State private school tuition reimbursement dollars.

At the other end of the spectrum, a majority of the school districts and cooperatives in Lake, Dupage and suburban Cook counties and in Southern and East-Central Illinois account for 33 percent of the special education students in the State, 9 percent of the private school special education placements, and 4 percent of the private school tuition reimbursement dollars.

Table 28

Concentration of Private School Special Education Placements: Selected Districts, 1990-91

Selected Districts	Percent of all State Special Ed Students	Percent of all State Private Sch Placements	Percent of all State Private Tuition $s
24 districts/coops: Chicago, McHenry, Kane, Will, Metro East	35%	74%	82%
27 districts/coops: Sub. Cook, DuPage, Lake, Southern, East-Central Ill.	33%	9%	4%

It is clear from the numbers in Table 28 that there are fundamental differences in decision making about private school placements between the two groups of districts and cooperatives; differences that don't have much to do with either the capacities of individual children or the incentives in statewide funding formulas.

Acknowledging the existence of these deeper influences that determine overall trends, we still need to look at the particular incentives in the distribution formulas for Extraordinary and Private tuition funds, because those are the incentives that come into play at the point when decisions are made about individual students. Both the Extraordinary and Private tuition programs are individual pupil reimbursement programs; the costs and the reimbursements are tied to and computed for individual pupils.

In general concept, the two programs are mirror images of each other. In the Extraordinary program there is a cap on the State's share of the costs and the local district is responsible for all the remaining costs. In the Private tuition program, on the other hand, the local district's share of the costs is capped and the State is responsible for all the remaining costs.

As a result, the higher the anticipated cost of providing educational services to an individual student, the greater the financial incentive for the local school district to place the child in a private school where the State is responsible for all remaining costs.

The lower the anticipated cost of providing educational services to an individual student, the greater the financial incentive for the local school district to place the child in a public Extraordinary program where the State is responsible for all the initial extra costs.

If one concentrates on the essentials of the distribution formulas of the two programs and ignores the complexities, the differences between the two become clear. Under both programs (in most instances) the local district is responsible for "one per capita" of costs - the average amount of dollars spent on every student in the district. It is in paying the extra costs over and above that one per-capita that the two programs differ.

The essentials of the Extraordinary and Private tuition distribution formulas are as follows:

Extraordinary:	the State pays the first $2,000 of extra costs, the local district pays everything else.
Private tuition:	the local district pays the first one per capita of extra costs up to $4,500, and the State pays everything else.

This means, for a school district looking at the potential extra costs of educating a student with disabilities, that the first $6,500 of extra costs will be split with the State ($4,500 paid by the local district, $2,000 paid by the State) regardless of whether the school district chooses a private school program or a public extraordinary program. The only difference between the two programs is who pays first; the shares are the same.

This means that if the extra costs of special education (over the first per capita) are expected to be relatively low there is a strong incentive for the school district to go with Extraordinary funding as the State picks up all the first $2,000. As the anticipated extra costs increase over $2,000 and the sharing of costs shifts, there is an increasing financial incentive for the school district to place the child in a private school.

Once $6,500 in extra costs has been exceeded, there is no more sharing; the local district pays every dollar of the costs of an extraordinary public program, and the State pays every dollar of private tuition.

If the extra costs are going to exceed $6,500, all school districts are better off placing the child with disabilities in a private school.

(That point of division comes at a lower number than $6,500 for school districts with average and below average per pupil assessed property values. The incentive is the same, it just kicks in at a lower number.)

4.4.1 The Effect of EAV on the Choice Between Extraordinary and Private Funding.

Since the wealth of a school district is related to its per capita tuition, and per capita tuition is a part of both the Extraordinary and Private Tuition distribution formulas, it would be surprising if the wealth of a district did not impact on the choice between Extraordinary and Private.

There are a number of consistent relationships between the wealth of a school district (or cooperative), the costs of special education, and the State reimbursements for Extraordinary and Private. (The Chicago and East St. Louis school districts are not included in any of the analysis in this Section. Their numbers are substantially different from the other school districts in the State, and some of their reporting practices may be different.)

First, the cost of special education in the public schools with Extraordinary program reimbursement declines as the wealth of the district declines. (In large part, this probably reflects fewer resources going to special programs, but there is also probably some element of price differential at work. Assigning shares to each influence is beyond the scope of this study.) The costs of both TMH and S/PMH programs in the poorest districts in the State are approximately half the costs in the wealthiest districts in the State. Table 29 shows the costs of the programs in relationship to the EAV of school districts and cooperatives.

TABLE 29

The Average Per Student Cost of Public TMH and S/PMH Programs
In Relation to the Wealth of School Districts; 1990-1991

EAV	TMH	S/PMH
> $120,000	14,235	15,133
$100,000 to $119,999	12,433	13,186
$ 80,000 to $ 99,999	9,659	12,523
$ 60,000 to $ 79,999	8,431	10,744
$ 40,000 to $ 59,999	7,221	8,821
$ 20,000 to $ 39,999	6,561	8,209

Two things are clear from the numbers in Table 29. The cost of public special education programs decline with the wealth of the school district. The cost increases with the severity of the disability. Neither one of these relationships holds true for private school programs for students with the same disabilities. Table 30 shows the tuition costs to school districts of placing students in private schools.

TABLE 30

The Average Per Student Cost of Private TMH and S/PMH Programs
In Relation to the Wealth of School Districts; 1990-1991

EAV	TMH	S/PMH
> $120,000	10,767	10,027
$100,000 to $119,999	11,406	10,373
$ 80,000 to $ 99,999	10,708	9,860
$ 60,000 to $ 79,999	11,197	9,788
$ 40,000 to $ 59,999	10,739	9,750
$ 20,000 to $ 39,999	11,203	12,257

Table 30 shows that the cost to school districts of private special education programs does not decline with the wealth of the school district in which the child lives. This means that in relation to the wealth of the school district that has to pay the bill, that a private school placement is relatively much more expensive for a poor district than for a wealthy district. For the wealthy district, the cost of its public program averages 40 percent to 50 percent more than a private placement. For the poor district the numbers are reversed, the cost of a private placement averages 50 percent to 70 percent more than its own program for students with similar disabilities.

Table 30 also shows that the average cost of a private school placement does not increase with the severity of the disability. In fact, the statewide average cost of a private school placement for students labeled S/PMH is $9,992, or some 7 percent less than the average cost of a private school placement for students labeled TMH which was $10,751.

Table 31 shows the extra costs that the local school district has to pay for students labeled TMH and S/PMH both in Extraordinary programs and Private placements after the first per capita has been paid and after the State reimbursement has been received.

TABLE 31

Extra Costs to School Districts of Extraordinary and Private Placements for Students Labeled TMH and S/PMH After Payment of the First Per Capita and After State Reimbursements; 1990-91

EAV	Extra Costs Extraordinary TMH	Extra Costs Extraordinary S/PMH	Extra Costs Private TMH	Extra Costs Private S/PMH
> $120,000	6,437	7,336	2,500	2,078
$100,000 to $119,999	5,931	7,034	3,523	3,065
$ 80,000 to $ 99,999	3,299	6,319	3,369	3,010
$ 60,000 to $ 79,999	2,676	5,221	3,166	3,056
$ 40,000 to $ 59,999	2,419	3,726	2,839	2,833
$ 20,000 to $ 39,999	1,825	3,631	3,433	3,043

Table 31 shows that except for the wealthiest districts the extra costs to school districts for students labeled TMH is less when a student is placed in an Extraordinary program than when the student is placed in a Private school. Placements follow the incentives: 78 percent of students labeled TMH are in Extraordinary, 10 percent are in Private schools.

For school districts of all wealth levels, however, the extra costs to school districts for students labeled S/PMH is greater in Extraordinary programs than in Private placements. Again, placements follow the incentives: only 33 percent of students labeled S/PMH are in Extraordinary, while 55 percent are in Private schools.

The consistency in the extra costs to school districts of placing students in Private schools comes from the cap that is placed on the local district's liability in the Private Tuition distribution formula. A Private placement results in a sure and limited cost to the school district. (The reason why the extra private cost to the wealthiest districts is lower than the rest is that private costs don't vary with school district wealth, and for the wealthiest districts Private School tuition is not much higher than their own per capita tuitions.) Extraordinary and Private Tuition costs and reimbursements for service units are shown in Appendix G.

4.4.2 Other Considerations in Extraordinary and Private.

State payment from educational funds for room and board at private schools just makes it easier for school districts to make private school placements of children who don't otherwise qualify for State support of living expenditures. It reduces potential parent opposition to such placement, and reduces the pressure on a school district or cooperative to provide the educational service itself.

Only one other minor point needs to be touched on in considering the financial incentives in the choice between Extraordinary public special education and Private school special education. In both cases the State pays 80 percent of the special education transportation costs for the child. Under the Extraordinary program, however, the State will also pick up the remaining 20 percent of the cost if the amount (when added to all of the other extraordinary program costs) is less than the $2,000 cap on the State's total Extraordinary responsibility. This only reinforces the already existing strong incentive for using an Extraordinary placement when the extra costs of special education are anticipated to be relatively low.

The financial incentives in the Extraordinary and Private tuition programs are significant for inclusion because of the relative availability of funds under the two programs. Dollars that go to private schools are not available for inclusion. Despite difficulties, Extraordinary dollars can be used for inclusion by school districts that want to do inclusion.

4.5 The Influence of Advanced Planning and Previous Decisions

Financial incentives have more or less effect depending on whether they reinforce, or run contrary to, decisions that have been made previously and practices that have already been established. A child with disabilities does not come unexpectedly to a school district; the child comes to a school district that has planned for what to do when that child appears. There is a system already in operation. Buildings are in place. Teachers have been trained. They are hired and on the payroll and in the middle of professional careers. Most of what happens to that child is the result of decisions and actions taken long before the child ever appears at the school door.

If a centralized class has been established, the exception of not sending a child there becomes a problem. The teacher needs students. Costs have to be covered. Budgets have to be met. Plans need to be carried out.

What is important to the decision on an individual child is that there is a system already in place. Has the district planned to rely on private school placements? Has the district gotten together with other districts to set up a centralized cooperative program? Have buildings and classrooms in the district been set aside for specialized programs and the transportation arranged for? Are support systems in place for inclusion?

School districts can't go in every direction, so they choose one. The costs of that choice are spread out over all the children.

Conflict arises when the parents of a child want something that hasn't been planned for, and for which, as a result, the institutional supports are not in place. Setting up those supports for one individual child is difficult and expensive. (In the current situation we think of inclusion for one child as being difficult and expensive. But if the system were set up for inclusion, a segregated class for one child would be difficult and expensive.)

The existing state funding structure makes it difficult for a school district to choose to set up a system of inclusive special education in which the norm is inclusion and the exception is segregation - despite that requirement in federal and State law. Funds are now tied to all of the institutional supports of segregated special education. The first step that must be taken that will allow school districts to plan systematically for a structure that will support inclusive special education is to sever the bonds that tie dollars to the institutional supports of a system of segregated special education. It is only then that the option of inclusion will be in place before the child with disabilities arrives at the door of the schoolhouse.

Severing the bond that ties dollars to the institutional supports of segregated special education would still leave a school district or cooperative free to plan and maintain a segregated structure for special education if that was their choice. The benefit of severing the bond, however, would be to enable districts to effectively plan and maintain an inclusive structure of special education if that was their choice.

4.6 Other Obstacles to Change

This study concentrates on the financial disincentives to inclusion. These are not the only barriers to inclusion, however, as we concluded from the different practices that we found around the State, and as we confirmed in our interviews with parents and school officials. The discussion in the rest of this Chapter is not a systematic attempt to identify, analyze and measure the strength of these other barriers. Rather, our purpose is to convey in an anecdotal way what we heard in our interviews: attitudes, opinions and stories that give perspective to our findings on the financial disincentives. We make no claim that what we heard is representative.

4.6.1 Concerns Expressed By Parents

The parents who were interviewed for the study can be divided into several groupings with regard to their knowledge and attitude toward inclusion. Some parents knew a great deal about inclusion from personal experience or from having attended presentations where it was discussed or from educators or other parents. Others had only heard about it but did not really know very much. To a third group inclusion was virtually unknown.

The latter two groups were almost universally interested in knowing more and asked a lot of questions. Their discussion centered on what inclusion might mean for their child. Those parents who knew little or nothing about inclusion almost universally had not had that offered as an option in the context of an IEP conference. Those parents who did not have any personal experience of inclusion, once the concept was explained to them, had a difficult time imagining how it could be applied to their child in their local neighborhood school. Many asked if there was somewhere they could go to observe included children who were like their own. Parents who had chosen inclusion after first hearing about it commented that it was the opportunity to actually observe inclusion "in action" that had made the greatest impression on them in their decision to ask for and/or choose that option.

Presentations and workshops were also sources of information for parents but were not necessarily persuasive. Some parents were "turned off" to inclusion especially by the more vehement advocates because they felt that their individual concerns and doubts were not taken into account and because they felt they were being accused, at least implicitly, of being less than good parents for not wholeheartedly and uncritically accepting inclusion as the only way to go for their children.

Virtually all of the parents, including even the latter group, felt that whatever their personal views, parents ought to be given information about inclusion and have the opportunity to choose it for their children. This was true even for those parents who had decided that inclusion was not what was best for their child at this time.

Parents expressed concern about how inclusion would affect their child in their neighborhood school. Though support was almost unanimous in the abstract, there were widely differing opinions in the concrete. Some parents were convinced that it was right for their child. Many of these had worked hard to obtain an inclusive program for their child, including in some cases going to the courts. Once their child was included, they found it necessary to continuously monitor their child's program to assure that all the supports necessary for assuring a good result were being provided. This was especially true in those districts that had originally opposed the idea although parents reported that once the program had been instituted and was working, school personnel who were at first reluctant changed their attitudes.

Many of the parents who were advocates of inclusion had done a lot of research on the subject seeking help from outside experts and from other parents who had gone through the experience. Some had moved their families to districts where inclusion was offered. Some had gone to local school personnel with inclusion materials such as articles, videos and the like and had even arranged for and asked school personnel to go and observe inclusive education programs in other school districts. Some had contacted other parents in their district and organized them to help lobby for inclusion with the local school personnel.

Often such parents described themselves as "pioneers" in a new frontier and were seen as troublemakers or rabble-rousers by reluctant school personnel. Others had been fortunate enough to find educators who were open to the new approach and were willing to give it a try. Results were often positive in such cases even though not without difficulty. Always they were on the lookout for a "welcoming school" where they had the support of the superintendent and/or the local school principal and/or regular education teachers in a given school building. There were cases where parents had engaged attorneys and either gone to court or threatened to do so; cases where local school districts expended thousands of dollars in legal fees to prevent children from being included. One story told was of a school district spending $160 thousand in an attempt to keep a child out of a home classroom.

Advocacy on the part of knowledgeable and persistent parents clearly emerged as a necessary condition to the introduction and development of inclusive education in the local school district and the neighborhood school. This remains true even in those places where there exists some local school personnel or a cooperative committed to inclusion.

The Director of a cooperative well known for its inclusion policies and programs said that parents often come to him looking for the cooperative to be their advocate and ask, "Why can't my child be included, and why don't you do something about it?" He tells parents that cooperatives can do relatively little to further inclusion in a given district by themselves. They can inform the district about inclusion, about what the values are, what can be done, what others have done. Cooperatives can encourage, provide technical assistance, training, provide specialized personnel, set up conditions and not be a barrier. But, he adds, it is the parents who are going to have to get the commitment from the local districts. "In the districts that have not changed, there are no active parents for inclusion. Where there is parent advocacy even under the present system of financial disincentives, ways can be found to obtain funding streams for inclusion."

Most of the parents interviewed supported the ideal of integration in the abstract but some had serious doubts and concerns when it came to including their child. This was more often the case with parents whose children had multiple and severe disabilities and/or in school districts where inclusion was unknown or resisted. Some of these parents had "horror stories" about their own experiences or those of people they knew who had sought inclusion for their child with poor or even deleterious results. Usually the stories involved inclusion that was poorly implemented, lacked appropriate and adequate supports or was not inclusion at all.

Parents who had had no experience at all of inclusion, good or bad, had a hard time imagining how an inclusive educational program could be provided to their child in a regular classroom in their neighborhood school. It was in the course of these conversations that many of the doubts, concerns and fears of these parents emerged. There was no doubt that these parents wanted the best possible educational program for their children - many had worked long and hard for what they have now. Nearly all of them wanted their children to have a place in everyday society rather than being segregated away. Hearing the success stories from other parents, they agonized over what was the best thing to do and were seeking more information, often wanting the opportunity to observe children like their own in successful inclusion.

One commonly expressed concern of many parents was that the "Inclusion Movement" was really an attempt by school districts to reduce services and cut costs. These parents were afraid that the hard won gains to assure special education services would be eroded and that their children would be simply "dumped" into regular classes without proper services and supports.

Some parents felt that the deregulation of the current special education system promoted by some advocates of inclusive education as a way to remove barriers would instead result in school districts discontinuing currently mandated services. Parents who were not able to obtain adequate services from the existing special education system with its mandates expressed skepticism about getting specialized supports from the neighborhood school after deregulation.

These latter concerns were perhaps best expressed by a group of Chicago parents. While they all saw inclusion as an ideal, the day-to-day realities of the schools as they know them seemed an overwhelming barrier. They could not see how the neighborhood schools they knew - and that their nondisabled children attended in some cases - with very large class sizes, inadequate resources, poor discipline and already overwhelmed teachers, were going to be able to provide an appropriate education for their children with severe disabilities.

They cited examples of parents of children with nondisabled children who had enrolled them in private schools at their own expense rather then sending them to the public schools. While some had had good experiences with public special education programs, especially those with very young children, others had been frustrated in their attempts to get needed services. In particular, they complained about the lack of enough physical, occupational and speech therapy, unavailability of medically trained personnel to deal with their children' medical problems and inadequate ratios of teachers and aides to meet the needs. They were frequently told they said that this was due to a lack of adequate funding leading to a rationing of services and/or a "one size fits all" sort of program which ignored individual needs. Some parents had even sought out their own outside assessments in an attempt to convince school personnel to provide a greater intensity of programming only to be told that "they should be happy with what they are already getting."

In frustration, some of these parents had looked into private school placements and had succeeded in getting funding from the school district. They said that the private school placements had worked out better for their children. They reported that the private schools were more welcoming, safer, provided more therapies and better ratios of classroom staff to students. They felt their children were getting a better education in the private schools and that they, as parents, had a better "comfort level" with the situation. One parent was even able, after considerable effort, to find an inclusive educational program for her daughter in a private school. Although she had to pay for the tuition herself, she said it was worth it because the teachers there took a special interest in each child and were in frequent contact with her about her child's progress.

This theme of the "welcoming school" was basic to many parental concerns. Parents doubted that their children would be made to feel welcome in the neighborhood schools. They were sure that, no matter how severe their child's disabilities, their child would sense not being wanted. They worried about their child being ignored, isolated and not being given individual attention.

Parents expressed the feeling that many superintendents, principals and regular education teachers are opposed to inclusion and don't want kids with disabilities in their building. Regular education teachers already overburdened might well resent this additional responsibility for which they lacked special training. Parents were concerned about the likelihood of a lack of preparation to receive their children in the neighborhood school. Would teachers be given the time and opportunity to attend in service training? Would they agree to accept the children in their classroom? Would there be an attempt to prepare parents of the regular education students and the students themselves for the introduction of special education students into the regular classroom?

Many parents had experienced fear and rejection of their children in public situations and were apprehensive that that would be the case in the regular education setting unless there was extensive and thorough preparation. If inclusion was, in effect, forced on schools that really didn't want to welcome their child, and that did not prepare properly, it would be an uncomfortable situation for everybody. Worse, their child would feel unwanted and might end up more isolated than when they attended special education classes.

When parents discussed the prospect of having their child in a regular classroom, they raised numerous questions about the mechanics of inclusion. How could the curriculum be adapted so that my child could learn something? Wouldn't it then be inappropriate for the other children? Wouldn't the parents of the regular education kids object if the teacher had to spend so much time with my child? My child needs daily therapies such as physical therapy. How could you do that in a regular classroom? What could my child learn of the regular lesson being presented if he or she were receiving therapies while the other kids were studying reading? Would my child's education be entrusted to an aide rather than a specially trained teacher? What does the regular classroom teacher know about special education techniques? Wouldn't my child be the only kid in the class with an adult with them at all times (one-on-one)? Wouldn't this make them only stand out and appear even more different? Wouldn't the constant presence of an adult support person interfere with socialization with the other children? If the teacher is presenting the regular curriculum which is beyond my child's capacity, aside from socialization with the other kids, what will my child be learning that is useful in his or her later adult life?

Parents also wondered how transition of their child from a special education program to inclusive education would work. In addition to questioning the presence of a "welcoming school", parents asked whether it would be really in the best interest of their child to pull him or her out of their current special education placement where at least they were known and were receiving more or less adequate services in an acceptable environment to place them in a totally new and possibly non-accepting regular school? This was particularly an issue for parents of older children in junior high and high school.

One group of parents suggested that if inclusion was to become widespread, it should begin with the youngest children. This way the school would have some ownership of the child from the beginning, would get to know him or her and the parents, the other kids and their parents would be used to seeing them, the regular teachers would get to know the children and their special needs and could prepare themselves and their other students as the children with disabilities progressed through the grades. Kids would be able to graduate with their classes and move on to junior high and high school with their friends and classmates. There would be a more natural transition to inclusive education.

In summary, parents differ widely in their attitudes and perceptions about inclusion. Where parents want inclusion for their children, school practices are changing despite financial disincentives. Without parental support, it is doubtful that inclusion will become the preferred option even if financial disincentives are removed.

4.6.2 Concerns Expressed By Educators.

The attitudes of the educators interviewed, ranged from enthusiastic advocacy and active promotion of inclusion for all children to unequivocal opposition to inclusion as a bad idea they hoped would go away. Between these extremes were several gradations. Some more or less embraced inclusion as an ideal but thought it impractical or unlikely to succeed in their school district or cooperative. Others felt inclusion might be appropriate but only for certain classifications of students, e.g. children with physical but not mental disabilities. Still others would accept limited inclusion. The definition of inclusion was not uniform.

As with parents, however, nearly every one of the educators believed that people with disabilities should be educated to have as normal a life as possible as they transitioned into adulthood. It was a common complaint of many that, after all their effort to educate children with disabilities, many or even most of their graduates from the target population of this study faced the prospect of an adult life not doing anything purposeful ("sitting at home") or spent in a sheltered workshop or other form of segregated adult programming.

While nearly all of those interviewed found the adult outcomes unsatisfactory, they were divided as to what to do about it. Some blamed the adult service system. Others, chiefly the advocates of inclusive education, believed that integration into mainstream society must begin during school years, the earlier the better. One director of a special education cooperative in the Chicago suburbs put it very succinctly, "Either you believe in it or you don't. If you really believe in it, you will take the risks and expend the considerable effort to make it happen regardless of the economic disincentives."

The risks required include advocating for inclusion with your cooperative board consisting of local school district superintendents including those who were resistant to the idea, encouraging parents to seek inclusion for their children which some district superintendents viewed as "rabble rousing", and finding ways to manipulate the existing funding streams and bend the rules to assure adequate funding thus risking the ire of the State Board of Education monitors.

The point for this administrator, and others like him, is that the depth of one's belief in and commitment to full inclusion is much more determinative of what happens in a district than the existence of financial disincentives. Without the disincentives, implementing inclusive education would be easier and less risky but it certainly would not be assured. One special education director expressed it this way. "If you remove the disincentives and make it a level playing field, it then becomes a coin toss. Shall we include the child or send him away? (Given the existing system) it's easier to send him away. Inclusion is damned hard work."

The perceived ambiguity of the State Board Of Education's position on inclusive education was a problem for most special educators whatever their position on the issue. Advocates faulted the Board for an uncertain mandate citing as evidence that economic disincentives were not only still in place but were even being enforced at certain levels of the bureaucracy. Many questioned the Board's real intentions based on the fact that proration was applied to regular special education funding but not to placements in private schools. The feeling was that if the Board really wanted to promote inclusion, they should use their financial muscle in addition to moral suasion.

Those who were not so favorably inclined criticized the Board's efforts to promote inclusion as an unwarranted intrusion in decisions about what was appropriate which were best left to local professionals. Often the latter saw this as yet another unfunded mandate from Springfield arguing that what was even now in place was underfunded and too rigidly administered. For example, surpluses in transportation funds in some places could not be reallocated to other activities where there were funding shortfalls. The argument was that if the

Board didn't even adequately fund existing mandates, how could they be expected to implement inclusion which would involve, in their view, significant additional expense.

The apparent ambiguity of the Board's position was raised most often in discussion of how far to carry inclusion. Once you start to implement inclusion, where do you stop ? While the current study was limited to a specific population of children with severe disabilities, it was often clear that in responding to questions administrators were considering the ramifications of including all special education children.

Even the advocates anticipated the difficulties of including children with severe emotional and/or behavioral disorders in regular classrooms. Such concerns were based in fact and anecdote. For example, in one place where inclusion was being implemented, part of the transitional process included first moving children from separate school buildings to self contained classrooms in age appropriate regular schools from which they would then increasingly attend regular classes as a preparation for eventual attendance at their neighborhood school. In the course of this transition, some parent advocates of inclusion complained that their children were placed in these self contained classrooms with other children who were so severely disabled and/or behavioral disordered that teaching staff were overwhelmed, their kids weren't learning anything, or worse, were picking up inappropriate behaviors or were at risk of being injured.

Several educators recounted examples of children they knew that would be constantly disruptive in a regular classroom, would monopolize the teachers' time and make it nearly impossible to teach the rest of the children and might well pose a danger to them. While almost everyone was willing to and often had included certain categories of children, e.g., those with physical but not mental impairment, the prospect of including all children with disabilities seemed insurmountable if not foolhardy. Ambiguity in the minds of administrators about whether the Board was advocating universal inclusion for all children caused some of them to hesitate to even begin the transition process which they perceived would lead to disaster.

Most administrators interviewed were much more willing to consider implementing inclusion for certain limited categories of children than committing themselves to universal inclusion. Even such limited implementation was made more difficult by lack of clarity of the Board's policy on the matter. Local Boards of Education, district superintendents, school principals, regular education teachers, parents, all of whose cooperation is essential, asked, "Once we start on this road, where does it stop ?"

Educators split on their perception of inclusion. For some it is the next logical evolutionary step in the development of special education. For others it is the destruction of a system that is accomplishing great good.

One cooperative director who advocated inclusion expressed it this way. "I was a part of establishing segregated facilities (in the past). At the time we were getting children out of closets and church basements. Centers did a lot of good in their time. We learned a lot about how to teach special needs kids, learned how to do task analysis and the like. Special education is in an evolutionary process and segregated facilities were an important part of that process, but now it is time to move on."

Others, who also have spent their lives and careers in building up the current system, disagree. They believe that inclusion will destroy a proven and effective system that is benefitting children. Inclusion will dilute the effectiveness of special education by dispersing its resources, leading to less, not more, services. Special needs children will be deprived of the needed protection and professional expertise of the specialized environment. While interaction with nondisabled peers may well be desirable, it can certainly be achieved short of dismantling the whole system.

A lot more financial resources would be required to implement inclusion, diverting dollars away from other uses in an already financially strapped school system, and the results would be questionable, educators said. As one school psychologist expressed it, "What could a severely mentally retarded child possibly learn in a regular high school trigonometry class?" Many dedicated special education professionals resent the questioning of their commitment, methods and past efforts implicit in the "inclusion movement."

These educators do not see inclusion as part of an evolutionary process. At best, inclusion is an ideal with some useful but limited applications in modifying the present system. At worst, it is a destructive agenda of a fringe group of educational elitists. It is certainly not the "state of the art."

The cost of making regular school buildings accessible to children with disabilities was raised as a concern. The existing separate special education facilities are typically newer and usually accessible. Since special education students in segregated programs don't attend the regular schools, those schools often lack ramps, elevators, wide enough doors and corridors, accessible bathrooms and drinking fountains and the like. Regular schools don't have specialized equipment and adaptive technology. School buses for regular students don't have lifts or specially trained personnel on board. Classrooms may be too small and class sizes too large to accommodate another child who uses a wheelchair and his or her support staff person. Making buildings accessible can be expensive and presents a serious barrier to inclusion.

The existing separation of special and regular education creates additional barriers. Regular school decision makers often don't think much about the special education children from their district. When these children are "somewhere else", it is difficult for a sense of ownership to develop on the part of district superintendents, principals and regular education teachers. Yet, according to inclusion advocates among special education administrators interviewed, the presence of a supportive superintendent, building principal and regular education teachers who are willing to assume "ownership" of the children from their area is an indispensable prerequisite for inclusion to be successful.

Ownership, however, is a two way street. One administrator pointed out that if special education teachers have the attitude that "nobody does it better," they may resist sharing ownership with regular education teachers. Separate facilities results in personnel, students and parents in regular schools having no direct experience with kids with disabilities. Of particular concern was the anticipated response from the other children.

All the administrators, whatever their views about inclusion, agreed on the absolute necessity of extensive "preparation" of all parties concerned through presentations and workshops for teachers and parents and the careful preparation of the children by the classroom teacher. Where inclusion has been tried, all those involved agreed that nothing was more effective in changing peoples' attitudes than actual contact with and the opportunity of relating to a child with a disability in a positive inclusion experience. Administrators who had extensive experience with inclusion reported that regular education teachers who agreed to have a child included in their classroom with proper supports, frequently become the most committed advocates for inclusion.

They also reported that the other children had not only not been a problem but had often gone out of their way to welcome and help out their new classmates. The few parents of regular education students who had originally had objections often were won over sometimes by their own children. Careful preparation was the key to breaking down the barriers and allaying the fears promoted by the separation of the two systems.

The separate preparation and certification of special and regular teachers was also cited as a significant barrier to inclusion. Regular education teachers feel that they are not prepared to teach children with disabilities. Special education teachers are certified in narrow and restricted categories of disabilities which segregate them even further. Again the issue of ownership is relevant. Prospects for inclusion would be greatly enhanced if the mainstream educational establishment would prepare both regular and special education teachers for inclusive rather then segregated educational systems. If the barriers between types of teachers are to be broken down, it will require the active support from the broad based teacher organizations and the more narrow professional associations.

The IEP itself was cited by one administrator "as the quickest ticket to segregation there is because embedded in the format is the identification of pathology and weaknesses." Even with the newly revised format, the first questions still ask the responder to list the child's weaknesses. The weakness leads to a label which leads to a placement with children of like weaknesses and labels. It is not the need for an individualized educational program for each child that was being questioned but the focus on weakness and pathology rather than a focus on the supports required to achieve an educational goal.

Several administrators also spoke about what they considered the excessive use of private school placements. One reason given for so many private school placements is the financial incentives for their use. In addition to the financial incentives, however, administrators were almost unanimous in attributing the high use of private placements to the Statewide scarcity of family support services. Very often they found that, while the local public school could provide an educational program, essential services needed to help families maintain children with disabilities in the home were almost totally lacking. They reported that they had found the need for far fewer private school placements in places with a well developed system of such family support services. Since the latter were much more cost effective and in very many cases better for the children, they wondered why the State was not investing more resources in family support.

The current state of the adult service system was also identified as a barrier to inclusion. What was the point of implementing inclusive education and raising peoples' expectations, when the most likely outcome upon graduation for their students is a lengthy stint in sheltered and segregated adult programs - if they were lucky enough to get any services at all. While there is a scattering of integrated employment and community residential living programs that have proven effective, most State funding is for segregated adult programs. Faced with this prospect for their students, educators expressed little motivation to move forward with inclusive educational programs.

In summary, although economic disincentives were identified as a definite barrier to inclusion by the educators we talked with, economic disincentives were rarely, if ever, accorded an importance equal to other more institutional factors. Economic disincentives were seen as but one manifestation of a much larger reality, namely, the wholesale segregation of persons with disabilities from mainstream society in the education and adult services they receive.

CHAPTER V

RECOMMENDATIONS

5.1 Elements of a Funding System Without Discrimination; The NASBE Report

In October, 1992, the Study Group on Special Education, put together by the National Association of State Boards of Education, completed a two-year study and issued its final report which it titled "A Call For Inclusive Schools." Part of that report was a discussion of what the finances of an inclusive school system would look like.

The Study Group said that the current separate, categorical funding structure for special education "drives the dual system currently in place and has created barriers to establishing an inclusive education system at all levels of government ... These funding practices have also contributed to the segregation of students into isolated programs and have served as an incentive for over identification of students so that school districts could receive more support from the state and federal governments." [56]

The Study Group described the characteristics of a funding structure that would be supportive of an inclusive education for children with handicapping conditions.

- Funding must not be triggered by the labeling of students.
- The level of funding must not depend on the placement of students or who provides the programs.
- Funding should be oriented toward "outcomes for students" and not "inputs for programs".
- Funding for special education should be linked with funding for general education to minimize competition for dollars.
- Funding should be focused on the local school district and all special education funds should flow through the local district.

The separateness of special education is a natural result of a system that ties together special children, special needs, special programs and special funds. With the label of a child known, the program is determined and the funds begin to flow for that program. Without a labeled child, there are no funds. And the funds can be used only for the established programs. The circle is complete and does not allow for an unlabeled child or for a child included in a regular program.

The NASBE report says that for inclusion to be possible those ties must be broken. Removing the connection between dollars and the label attached to a child is the first step. Removing the connection between dollars and the setting in which a child is educated is the second step. Only as these connections are severed is the local school district free to treat the child as an individual and provide whatever supports are necessary for children to be educated. The authors write:

> Labeling students for special education has had several detrimental effects. At a minimum, this process has driven local districts to assign handicapping labels to students that often remain with them throughout their entire education careers. At its worst, these funding mechanisms have encouraged districts to place students in highly restrictive educational placements in order to receive the maximum amount of funding possible. ... Most states use child counts, weighted formulas, or excess cost formulas to fund special education. When child counts are used ... there is an incentive to identify more students. When weighted formulas are used, more students are likely to be identified and placed into categories that have heavier reimbursement weights. Excess cost formulas lead to over classification. [57]

Funding should also not be tied to the place where education occurs or to the agency that provides the education. There should not be separate provisions for private and public placements; and there should be no difference if the education is provided in the home school or in a centralized or specialized location. NASBE notes:

> Many state special education formulas provide additional assistance for students in special and regional facilities, while providing less

> funding for students served in their home districts. Additionally, states that forward fund school districts for expensive, restrictive out-of-district placements and reimburse districts at the end of the academic year for expenses accrued in district-based programs, create an incentive for districts to place students in the forward-funded, highly segregated programs rather than risk partial reimbursement for less restrictive placements after funds have already been spent. [58]

Linking together the funding for special and general education is recommended to reduce the competition for funds and to encourage thinking and planning about education as a single endeavor for all children. Although NASBE recommends that funds for special and general education be linked, NASBE does not recommend that the funds be merged.

The recommendation that all special education funds be focused on the local school district makes it possible for the local district to operate programs for all its students. If money goes directly to an intermediate service providing district, the local district does not have the option of operating its own programs. If the funds flow through the local district, the local district still has the option of contracting with an intermediate service district, but "the responsibility for providing educational programs rests clearly with the local school district". Such a contractual arrangement also encourages the service district to be "more responsive to the needs of the local districts it serves" rather than developing services and programs without regard to the needs of local districts. [59]

In discussing the financial structure that would meet its recommendations, NASBE makes the basic assumption is that special education "needs" are some relatively constant percentage of overall education needs. The percentage of students with disabilities is assumed to be relatively constant across school districts with some adjustment needed for higher incidence in high poverty areas. (The national average of 12 percent could be used for example.) By tying special education funding to a fixed percentage of Average Daily Attendance the State severs the relationship between dollars and the number of children actually receiving special education, and the relationship between dollars and programs. All of the criteria for funding recommended by NASBE can be met.

- The number of students to be funded would be determined by a fixed percentage of ADA or ADA weighted by some index of poverty.
- The dollars to be funded per student would be determined by taking some portion of a number generated by the general school aid formula. This could be a percentage of general state aid received by the district or a per pupil amount that is a percentage of the state guarantee level. (The choice would depend on a desire whether or not to include equalization in special education funding.)
- The dollars would go to each local school district along with general state aid.
- The State would monitor quality not by auditing programs but by reviewing progress in attaining goals set forth in Individual Education Programs (IEPs). (If deemed necessary, the State could also audit districts to make sure that all dollars generated by the special education distributive formula were spent on special education related activities.)

5.2 What Some Other States Are Doing

5.2.1 Oregon

As a result of a complete rewriting of its statutes governing education finance, Oregon in 1992 began to include special education as a weighting factor in its distribution formula for general purpose school grants.

The weighting factors in the Oregon formula are:

Average Daily Membership (Unit)	1.0
Average Daily Membership (Elementary)	.9
Average Daily Membership (High Sch)	1.2
+	
ESL (English as 2nd language)	.5
+	
Special Ed (limit of 11% of ADM)	1.0
+	
Small and remote school	variable

No child in total can have a weight of more than 2.0 from the above list. A poverty weight of .25 is added for each child from a Chapter 1 eligible family.

Depending then on the overall circumstances of the child and the school district, the presence of a disability has the effect of counting the child twice for purposes of State school aid. Although the child still has to be identified as having a disability, no distinction based on the kind or severity of the disability is made, and the disbursement of the money is not tied to any particular programmatic expenditure.

There are no statutory limitations placed on school districts on how they spend their special education dollars. Audit procedures are presently being developed.

Oregon limits State expenditures for special education, by limiting to 11 percent the number of students in a district who are eligible to receive extra weighting because of a disability.

Transportation costs are paid 70 percent by the State and 30 percent by the local school district regardless of the nature or purpose of the transportation. (This is the same percentage division of cost sharing that Oregon is attempting to achieve for all educational costs.)

Equity among school districts, rather than inclusion, was the motivating force for Oregon to change the way it funded special education. Prior to the change, wealthy districts in Oregon received more State aid for special education than did poor districts.

5.2.2 Washington

The fundamental unit in Washington's cost formula for special education is the number of children in each of 14 different classifications of disability in each school district. The purpose of the formula is to attach a cost to educating the children with disabilities in a school district based on the average resources needed to educate that number of children with those disabilities.

The number of children in each disability classification are apportioned by formula into four funding groups: severe, substantial, significant and mild. The apportionment varies by disability. Each funding group is assigned an instructional/therapy staffing ratio: severe, 5.2 to 1; substantial, 10 to 1; significant, 25.8 to 1; mild, 26.9 to 1; and children in each funding group are assumed to spend a designated average amount of time in special education. Support and administrative staff are also assigned ratios. All of these assumptions combined with district base salary schedules and an assumed level of non-personnel costs yields a total "cost" for each district which is paid by the State.

There is an added wrinkle in the formula which is designed to compensate for variation among school districts in their identification of children with disabilities. The higher the percentage of students in the district that are identified as having disabilities the lower the weight applied to formula determined staff units. The weight varies from 1 to 2.71. If the number of children with disabilities is less than 4 percent of the district's total enrollment, a weight of 2.71

is applied to the staff units; if the percentage of children with disabilities is greater than 15 percent of the total enrollment, a weight of 1 is applied to the staff units.

The Washington funding system is based on identifying and labeling children with disabilities and is designed to prospectively provide the special (separate) services required for such labeled children.

5.2.3 Pennsylvania

In the last two years Pennsylvania has switched its funding of special education from a system designed to pay the excess costs of a separate, established structure to a system very much like that recommended by NASBE.

Unlike Illinois which picks up excess costs indirectly by paying for selected activities, Pennsylvania under its old system addressed the paying of excess costs directly. Local districts were responsible for special education costs up to the level of the instructional costs for a regular education student, and the State paid for the rest. This was true regardless of whether the special education student was served by the local school district, by intermediate units (equivalent to Illinois cooperatives), or in private schools. Pennsylvania funded the intermediate units and the private schools directly and was later reimbursed by the resident school district for the local share.

During the 1980s Pennsylvania became increasingly dissatisfied with excess cost funding primarily because of the spiralling costs of special education. The increasing costs were attributed to three interrelated factors inherent in the State's excess cost formula:

> State support for costs over-and-above the local regular education contribution for special education students provided little incentive for cost containment on the part of districts. The method for funding special education students placed in intermediate unit programs contained similar fiscal disincentives;

> There was a considerable difference between the average per student cost of special education in intermediate units ($10,290) and the average per student cost of special education provided by local school districts ($8,505) - which resulted in a significant fiscal impact on State special education allocations; and
>
> The State system did not provide sufficient safeguards against "child count" inflation (allowing for the over-identification of students as eligible for special education. [60]

Pennsylvania's new special education funding formula is tied to the total number of all students in a district. It is a two-part formula. The first part provides $525 each for 17 percent of the districts average daily membership; this is intended to provide the funds needed for students with "mild" disabilities. The second part provides $7,000 each for 1 percent of the district's average daily membership; this pays for the costs associated with services to students with more intensive needs. To meet the needs of districts that face extraordinary costs, Pennsylvania sets aside 1 percent of the State's appropriation which is then available to local districts by application.

With the exception of the intermediate units serving Pittsburgh and Philadelphia, Pennsylvania under the new system stopped appropriating money directly to intermediate units and now sends all State dollars directly to local school districts, who are free, if they so wish, to contract with intermediate units to provide special education services.

An analysis completed in September, 1992, of the effects of the new special education funding formula reached these conclusions:

- The State is supporting a larger share of special education costs with the new funding formula. The percentage of program costs supported by the State increased from 42 percent in 1990-91 to over 54 percent in 1991-92.
- District costs for special education decreased.
- School districts are being more fiscally prudent in their distribution of funds and program costs have stabilized. Program costs increased only 1.4 percent from

1990-91 to 1991-92, a substantial reduction from much larger annual increases in prior years.

This was attributable to two principal differences of the new funding formula.

First, almost all of the State funding for special education was allocated directly to school districts.

Second, the State aid was a fixed amount for each district and any additional funding was the responsibility of the district.

This reversed the prior approach in which the districts contributed a fixed amount and the State paid all the remaining costs.

In terms of fiscal incentives and disincentives, districts were encouraged to make resource allocation, program and spending decisions which were more cost-effective since they impacted their budgets more directly.

o The positive fiscal results have not come at the expense of special education teachers or special education students.

There has been no loss in the number of special education teachers. However, because of the change in funding, school districts are now the primary employers of special education teachers and aides.

The number of special education aides declined; almost a 10 percent reduction was reported in the school year 1991-92.

The number of students served in special education has shown a small decrease due to a reduction in students classified as speech and language impaired.

There was a substantial shift in service provider in 1991-92. School districts served more students in their own programs and fewer students were in intermediate unit operated programs.

The funding formula change has encouraged district takeover of programs.

The shifts in service delivery patterns tend to be in the direction of less restrictive placements: from full-time special class to part-time special class and from resource room to itinerant and regular placement.[61]

5.2.4 Michigan

In early 1992, the Michigan State Board of Education issued a Position Statement on Inclusive Education which formally endorsed the option of inclusive education which was defined as, "The provision of educational services for students with disabilities, in schools where nonhandicapped peers attend, in age-appropriate general education classes under the direct supervision of general education teachers, with special education support and assistance as determined appropriate through the individualized educational planning committee." [62]

At the same time the State Board appointed an Inclusive Education Recommendations Committee which was charged with developing "specific recommendations for needed changes in policy, funding and legislation to assure availability of an inclusive education option." After a year of work the committee issued a report identifying barriers to inclusive education and making recommendations. The committee found a system in which labeling and serving students by impairment, categorical rules, certification and training of teachers by disability, and funding by program have all interacted to create a "second (educational) system with its own administrators, budgets, departments, inservice education, facilities, policies, procedures for student discipline,methods for parent involvement, etc. ... (which) often serves to exclude Michigan's students with disabilities from access to educational opportunities afforded in general education."[63] The committee described the Michigan funding system and its effects this way:

> The current model for funding a dual system necessitates that school districts direct resources into categorical programming. The funding and accounting requirements of state regulations necessitate that districts maintain parallel administrative systems, restrict roles for ancillary service providers, encourage separate transportation systems and the maintenance of separate center programs.
>
> State financial guidelines and mandates place a high priority on funding of separate programs, thereby creating numerous fiscal barriers to the development and maintenance of inclusive education models. Many of the funding policies of the Michigan State Department of Education work against the development of collaborative services that support students with disabilities in general education.

> Disincentives to the creation and maintenance of inclusive programming can be found in the State Aid Act, the Administrative Rules for Special Education, pupil accounting regulations, the Financial Manual Guidelines for Special Education, and the accounting procedures for the expenditure of funds. [64]

Among the recommendations made by the committee were:

- Resident districts should be responsible for financing the supports for all their students regardless of the locations in which services are provided.
- All categorical funding for special education should be eliminated and incorporated into the membership formula.
- An incentive should be awarded to districts based on an annual percentage reduction of FTEs per student in special education categorical programs.
- An incentive should be awarded for bringing students back to resident district inclusive education programs by fully funding the transition from separate to inclusive services and then continuing to fund student support on a membership basis.
- Federal funds should be distributed to resident school districts on a per capita basis.
- Entitlement that perpetuate the dual categorical system should be eliminated. [65]

5.2.5 Florida

Florida has an integrated school funding system in which most of the combined state and local funding for schools is determined by the Florida Education Finance Program which uses a single, multi-dimensional formula to allocate dollars. The formula is student based and "recognizes: varying local property tax bases; varying program cost factors; district cost differentials; and differences in per student cost for equivalent educational programs due to sparsity and dispersion of student population." [66] Cost factors are applied to students depending on the grade they are in and the program they are in.

The Florida Education Finance Program, adopted in 1973, changed the focus for funding education in that state.

> The key feature of the finance program is to base financial support for education upon the individual student participating in a particular educational program rather than upon the numbers of teachers or classrooms. FEFP funds are primarily generated by multiplying the number of full-time equivalent students (FTEs) in each of the educational programs by cost factors to obtain weighted FTEs. Weighted FTEs are then multiplied by a base student allocation and by a district cost differential in the major calculation to determine the State and local FEFP funds. Program cost factors are determined by the Legislature and represent relative cost differences among the FEFP programs." [67]

The cost of regular education for grades 4 through 8 is established as the 1.000 base for the index of relative costs. Relative cost factors that are significant for this study are shown in Table 32.

The cost factor for mainstreaming is used for students who are "properly classified in a special exceptional student program and (are) assigned to a basic program on a part-time basis with required special services, aids, or equipment as a condition of the student's individual education plan." [68]

In order for students to be eligible for weighting by the exceptional program cost factors, the students must be properly qualified, the teachers must be properly qualified, and the subject matter must be appropriate and in accordance with State Board of Education rules. There is also a cap on the number of students that can be weighted.

TABLE 32

Cost Factors in Florida's Education Finance Formula

	1992-93 Cost Factors
Basic Programs	
Kindergarten and grades 1,2, and 3	1.014
Grades 4,5,6,7 and 8	1.000
Grades 9,10,11 and 12	1.225
Mainstream	
Grades K-3	2.028
Grades 4-8	2.000
Grades 9-12	2.450
Exceptional Student Programs	
Educable Mentally Handicapped	2.184
Trainable Mentally Handicapped	2.922
Physically Handicapped	3.453
Physical & Occupational Therapy (part-time)	9.527
Speech, Language, Hearing Therapy (part-time)	5.475
Visually Handicapped (part-time)	15.145
Visually Handicapped	4.353
Emotionally Handicapped (part-time)	3.740
Emotionally Handicapped	2.812
Specific Learning Disability (part-time)	2.914
Specific Learning Disability	2.049
Gifted (part-time)	1.896
Hospital and Homebound (part-time)	11.611
Profoundly Handicapped	4.396

In Florida, then, funding for special education is tied to students and not to the infrastructure that supports the students. The students do have to be labeled and counted, however, and the assumption underlying the cost factors is that special education is disability specific and occurs in a separate setting.

The Florida and Washington special education funding systems are essentially the same. They are based on the same assumptions. They achieve the same end, but use different means of getting there.

Florida requires that 80 percent of the dollars that go to school districts as a result of exceptional program cost factors must be spent on exceptional education. State school officials do not perceive a problem with special education dollars not being spent for special education, and in fact estimate that the dollars being spent on special education exceed the dollars generated by the cost factors.[69]

There are no specific funding provisions for private special education in Florida. When they are used, private schools are paid by the local school districts on a contractual basis and the relationship is solely between the district and the private provider. Dollars are also not set aside for room and board.

5.3 Incentives For Inclusion

Once the disincentives to inclusion are removed from the funding system; that is money flows on a membership basis and no longer on a categorical program basis, are there specific incentives that can be added that would promote inclusion? What might these incentives look like?

The easiest and most direct way of providing an incentive for inclusion would be to add a weighting factor to students who are being educated in an inclusive setting. That amount of the weighting could be varied according to the resources being provided in the particular classroom or building where inclusion is being practiced. The weighting could also be varied by the proportion of children being included. The weighting would be higher if all of the children eligible to attend class in that building were there and being included, than if only 25 percent of those needing extra help were there and being included and the remaining 75 percent were at another location or in a segregated setting. If the weighting is classroom or building based it would have the result of providing spillover effects for all the children in the classroom or building and not require the labeling of children.

The key to making an incentive work in achieving the goal for which it is intended is attaching the dollars to an activity or a set of circumstances that do in fact make a difference. There has to be a direct connection between what the dollars are attached to and the goal being promoted. If there isn't a direct connection, the dollars will be spent, the activity to which the dollars are attached will expand, but the desired goal won't be achieved.

The specific configuration of the weighting to promote inclusion should be a matter of careful study undertaken after the goals have been agreed on. The amount of the weighting should be determined on the basis of cost studies.

5.4 Alternatives For Action in Illinois

In dealing with the issue of financial disincentives for inclusion in the State's funding system for special education, Illinois can take one of two approaches.

The first is to start over again and reconsider the whole categorical funding structure that now exists for special education.

The second is to leave the present categorical funding structure in place and to change some of the distribution formulas and regulations so that the financial disincentives for inclusion are reduced. Each of these alternatives are discussed below.

5.4.1 Starting Over Again; What Something New Should Look Like

Any effort to start over again with the funding of special education in Illinois should be based on the principles enunciated by the NASBE Study Group on Special Education. That is:

- Funding must not be triggered by the labeling of students.
- The level of funding must not depend on the placement of students or who provides the programs.
- Funding should be oriented toward "outcomes for students" and not "inputs for programs".
- Funding for special education should be linked with funding for general education to minimize competition for dollars.
- Funding should be focused on the local school district and all special education funds should flow through the local district.

The different approaches taken by Pennsylvania and Oregon both largely achieve these goals. Oregon does it by weighting children with disabilities in its general state aid formula. Pennsylvania does it by providing extra funding to all school districts for a predetermined percentage of students in the district.

By using a single education funding formula, Oregon more closely ties together funding for special and general education. The Oregon system also incorporates an element of equity, but this may not be of concern if it is State policy to cover all of the "extra" costs of educating children with disabilities and there is an equity factor built into general education funding.

The Pennsylvania system eliminates completely any need to label or to count children by assuming that 17 percent of all children need some extra help, and that one percent of all children need a lot of extra help. (The few children that need an extraordinary amount of help are dealt with on an individual basis.) A child doesn't have to be labeled or segregated for the school district to get money or for the child to get extra help, and once services are in place any child can get help.

Under the Oregon system there is still a need to identify and count children with disabilities. There is also a financial benefit (albeit with a cap) for a school district to include and label more rather than less children. (Since all children with disabilities are weighted equally, however, there is no need, or advantage, to labeling children with specific disabilities.) Because of the interaction of the disability weighting with other elements of the general aid formula, however, funds to provide services for students with disabilities may not be equal among districts. Because of the cap on total weighting, in some districts children with disabilities will not get the full benefit of the disability weighting.

In both Oregon and Pennsylvania (with the exception of Pittsburgh and Philadelphia) dollars flow directly to the local school districts. The districts control the funds and have the resources to make the determination of how and where a student should be served.

Both the Oregon and Pennsylvania funding systems for special education meet the criteria recommended by NASBE. It is our judgment that the Pennsylvania system is more direct, simpler to understand, and is more readily adaptable to Illinois than is the Oregon system. In concept, at least, if not in practice, Illinois' current categorical funding system is an excess cost system. Considerations of equity are minimal. It will be difficult enough for Illinois to move from a categorical based system to a membership based system. Also changing the funding system to include equity considerations would be too much to attempt.

Oregon adopted its formula based system primarily in response to concerns about equity. Pennsylvania made its change primarily because of concerns about special education funding. The current concerns with special education funding in Illinois have more in common with the history in Pennsylvania than the history in Oregon. The Pennsylvania experience can help answer questions here.

What would a Pennsylvania funding system look like transplanted to Illinois?

In 1990-91 there were 1,816,182 students enrolled in public schools in the State; there were 232,365 students with disabilities for whom the public schools had responsibility, of which 12,759 were in the target population of this study. This means that 12.8 percent of total school districts' enrollment were children with disabilities, and 0.7 percent had disabilities putting them in the target population.

Applying the Pennsylvania formula to Illinois yields:

17 percent times 1,816,182 times $525	$ 162.1 million
1 percent times 1,816,182 times $7000	127.1 million
Total	$ 289.2 million
1 percent of appropriation for exceptionally severe children	2.9 million
Total (Pa. formula applied to Ill.)	$ 292.1 million

Illinois State appropriations for special education in the school year 1990-91 totalled $ 426.2 million; if transportation is subtracted from that amount, State appropriations totalled $323.4 million. Illinois already appropriates more than enough to fully fund the Pennsylvania formula; a formula calculated to cover all excess costs of special education.

Appropriating and distributing dollars on the basis of the Pennsylvania formula would, in addition to providing local school districts with flexibility in spending the money in support of Individual Education Plans, considerably reduce the requirements and costs of record keeping. This point cannot be stressed too strongly. While planning, budgeting and record keeping are necessary they are overhead, not the primary enterprise, and as such should be minimized. The amount of time, effort, detail and duplication that goes into applying for the various existing grant and reimbursement dollars, writing all the different required planning and budget documents, and accounting for expenditures is tremendous and makes no direct contribution to the education of even one child. Some of the school officials interviewed questioned the wisdom of applying for some of the programs. The amount of effort put out in return for the dollars obtained did not seem worth it, they said.

5.4.2 Tinkering With the Current Funding System: Specific Changes to Remove Specific Disincentives

If the existing overall structure of the funding for special education in Illinois is maintained, there are specific changes that could be made to remove some the financial impediments and disincentives facing school districts wanting to move toward inclusion.

The changes and the effects those changes would have on inclusion are as follows:

Personnel Reimbursement:

- o Remove the existing limitations in the Personnel reimbursement program so that specialized instruction and special education support services can be delivered without restrictions.

  This would allow school districts and cooperatives more flexibility in using Personnel dollars. The same Personnel dollars would be available for the education of a child with disabilities regardless of the location where that education takes place, and regardless of whether the instructional setting is inclusive or segregated.

IDEA Part B flow-through and Chapter 1 Handicapped Grants:

- o Send both IDEA and Chapter 1 Handicapped federal grants directly to school districts rather than to cooperatives and regionals.

  This brings the dollars and the children together at the point of responsibility and the time of decision. If the decision is for inclusion, the dollars are there to support inclusion. The funds start off going to the location of the preferred (by law) action.

If the decision for the child is that a centralized, segregated or private program is educationally appropriate, then the funds can follow the child. The funds and the children start together and stay together. If the funds and the children start in two different locations there is a large incentive to move the children to the funds rather than moving the funds to the children.

Extraordinary Reimbursement:

- Change the claim form to facilitate reporting of special education support costs for inclusion. Remove the requirement that assistance must be "solely" for the benefit of the "individual" student.

  This would recognize that inclusion is a way of doing things in a classroom, a school building, or a district, and that there are special education costs to inclusion that are not attached directly to the individual student, and are not included in the overhead and support services of regular education.

- Change the extraordinary reimbursement formula to more nearly follow the pattern of the reimbursement formula for private tuition: that is the local school district would pay some initial part of the extraordinary costs for a student and the State would pick up the remaining extra costs.

  This would, by law, bring the extraordinary reimbursement back towards the practice as it was under the "gentleman's agreement", and to the concept that the State rather than local school districts should be responsible for truly extraordinary costs. Under this kind of formula the school district would be responsible for the initial layer of extra costs, but that responsibility would be capped.

  Alternatively, the State could treat Extraordinary and Private the same by reimbursing a fixed percentage of both placements: for example, 70 percent.

  Since both private tuition and extraordinary reimbursement would be treated similarly under either approach, the incentives created by the existing differences in the distribution formulas would no longer exist. The decision of educational setting for the child with disabilities could be made on educational criteria only, without there being any financial implications for the school district.

Orphanage (individual):

- Change the claim form to allow reporting of special education support costs for inclusion. Remove the requirement that assistance must be "solely" for the benefit of the "individual" student.

  This would recognize that inclusion is a way of doing things in a school building, or a district, and that there are special education costs to inclusion that are not attached directly to the individual student, and are not included in the overhead and support services of regular education.

Transportation:

- Attach the special education transportation reimbursement to the child with disabilities rather than to the special education transportation system.

  This would mean that the costs of transporting the child with disabilities (including personal assistants) would be reimbursed at the special education rate regardless of whether the child rode on a special education bus or was included on a regular education bus. The decision on transportation could be made on educational grounds only, without there being any financial implications for the school district.

  This is the simplest and most direct way of removing the disincentives (to inclusion) from special education transportation funding without having spillover effects on regular education transportation funding and getting in the middle of the ongoing disagreements over how to fund all school transportation.

- Allow school districts that reduce transportation costs by moving to inclusion, to use the transportation costs saved for education services.

  Depending on local circumstances, there may be substantial savings in transportation costs if a district moves to inclusion. Since the State pays 80 percent of special education transportation costs, most of the savings would accrue to the State. There is little financial incentive for the school district to move to inclusion if the added educational costs are borne by the district and the savings in transportation go to the State. Some sharing of the costs and savings of moving to inclusion would be optimal.

5.5 Designating Dollars for Special Education

The argument has been raised that if the distribution formulas are changed, the dollars will no longer be designated for special education; they will be mixed into the pot of all education dollars, and education services for children with disabilities will suffer. If the dollars are not tied to special education through categorical programs, the dollars will be used for regular education.

There are several questions involved here that tend to get mixed up with each other, but which shouldn't be confused.

One is the question of the object or activity to which dollars are attached.

A second is the question of what limitations are placed on the spending of the dollars.

A third is the question of how many dollars are appropriated.

Regardless of the funding system chosen, all three questions have to be addressed.

In Illinois' categorical funding system, the first and second questions are largely answered together. Dollars are attached to personnel, transportation and private tuition. If school districts or cooperatives engage in those activities, they get dollars, and the dollars are limited by law to being spent on those specific activities. The amount of dollars attached to each of those activities are set by law and by the legislative appropriation process. For each teacher, the school district gets $8,000. For each dollar spent on transportation the district gets 80 cents. And so forth. The total amount of dollars are determined by the legislature in the appropriation process, and if all costs are not covered claims are prorated.

Under the federal grant programs, the dollars are attached to a specific, counted, number of students with identified disabilities in particular programs. By law, the dollars have to be spent on (unspecified) services provided (directly or indirectly) to those children. The amount of dollars attached to each child is determined in the congressional appropriations process.

Under the proposal by NASBE, and in the Pennsylvania system, the dollars are attached to a specified percentage of all students. The dollars have to be spent on special education services. The amount of dollars is determined in the State appropriations process.

The answers to the first and second questions are not necessarily connected. A State, for example, could attach special education dollars to a percentage of all students, as Pennsylvania does, and then require that a third of the money be spent for salaries of special education teachers, a third of it be spent on special education transportation, and a third of it be spent on private school tuition. The possible combinations are almost endless. It needs to be understood clearly, however, that severing the link between dollars and personnel, or dollars and transportation, does not mean that dollars to educate children with disabilities will disappear.

The policy issues that underlie these questions and that need to be directly addressed are: 1) what flexibility should school districts have in providing special education to their children with disabilities; and 2) how should those school districts be held accountable.

Maximum flexibility for school districts occurs when the requirements for entitlement to dollars are general and singular and the sources of dollars are combined. Accountability can be achieved independently of how the dollars are acquired.

5.6 Accountability in Special Education

There are two basically different ways of holding school districts accountable for special education.

One is the way Illinois does it now. There is a regulation for every activity. Everything must be done in a particular way. Everything must be documented. Every penny must stay in its designated channel. The assumption behind this system of accountability is that if the process is proper, the result will be appropriate.

A second way of holding school districts accountable for special education would be to directly hold the school district accountable for results, and assume that if the results are appropriate, the process, whatever it was, was proper. The accountability would focus on results, not process. The State would focus on the quality of Individual Education Plans and whether their goals had been accomplished, and not on whether dollars had been spent for specific activities.

Inclusion "fits" in a special education structure where the funding is attached to students, and accountability is tied to results.

5.7 Creating a District Special Education Fund

Creating a special education fund in each district into which all special education funds would be deposited, and from which all special education expenditures would be made, is one way of maintaining the level of special education funding and making accountability easier. Such a fund would allay the fears of those who think that any change in the formulas for distributing special education dollars will result in those dollars being "lost" to general education. There would be more of an incentive for both the federal and State governments to consolidate their current fragmented financial assistance programs into block grants. Such a fund would also make budgeting, record keeping, auditing and cost studies of special education easier and less costly.

5.8 Recommendations

The strong recommendation of this report is that Illinois fund special education with a single formula tied to school district membership and that the dollars be sent directly to school districts which are held responsible for achieving the results specified in Individual Education Plans. Federal dollars also should be sent directly to school districts. A special education fund should be established in school districts for the receipt and expenditure of all special education funds.

If that recommendation for a simplified special education funding system is not adopted, then this report recommends the following specific changes in individual special education funding programs to reduce the financial disincentives that now exist for educating special education students in their home schools.

- Remove the existing limitations in the Personnel reimbursement program so that specialized instruction and special education support services can be delivered without restriction in any setting.

- Send both IDEA and Chapter 1 Handicapped federal grants directly to school districts rather than to cooperatives and regionals.

- Change the Extraordinary and Orphanage claim form to facilitate reporting of special education support costs for inclusion. Remove the requirement that assistance must be "solely" for the benefit of the "individual" student.

- Change the Extraordinary reimbursement formula to more nearly follow the pattern of the reimbursement formula for private tuition: that is the local school district would pay some initial part of the extraordinary costs for a student and the State would pick up the remaining extra costs. (Alternatively, to make school districts more conscious of costs, change both the Extraordinary and Private Tuition reimbursement formulas so that the State pays 75 percent of the extra costs of both placements and the local districts pay 25 percent of the costs.)

- Attach special education transportation reimbursement to the child with disabilities rather than to the special education transportation system.

- Allow school districts that reduce transportation costs by moving to inclusion, to use the transportation costs saved for education services.

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APPENDIX A

DISTRICTS AND COOPERATIVES (JOINT AGREEMENTS) VISITED

DISTRICTS AND COOPERATIVES (JOINT AGREEMENTS) VISITED

SERVICE UNIT	NAME
	City of Chicago
J8787	Chicago School District 299
	Suburban Cooperatives
D2424	School Association for Special Ed in DuPage (SASED)
D3030	LaGrange Area Department of Special Education (LADSE)
	Suburban Single District Service Units
A11AA	Elgin Unit School District 46
C22CC	Evanston CC School District 65
C23CC	Evanston Twp HS District 202
G5757	Joliet School District 86
G5858	Joliet Twp HS District 204
	Downstate Cooperatives
A07AA	DeKalb County Special Education Association
F42FF	Woodford County Special Education Association
F50KK	Sangamon Area Special Education District
	Downstate Districts (Cooperative Member Districts)
F45FF	Morton CU School District 709 - member of Tazewell-Mason Special Ed Cooperative
F49KK	Triopia CU School District 27 - member of Four Rivers Special Ed
G6161	Bourbonnais School District 53 - member of Kankakee Area Special Ed Cooperative
G6161	Bradley-Bourbonnais C HS District 307 - member of Kankakee Area Special Ed Cooperative

DISTRICTS AND COOPERATIVES (JOINT AGREEMENTS) VISITED

SERVICE UNIT	NAME
	Downstate Districts - cont'd
H7676	East St. Louis School District 189 - member of East St. Louis Area Special Ed - (Dist. 189 is significantly larger than the only other district in this Joint Agreement. For purposes of some analyses, Dist. 189 is classified as a Single District Unit.)
H7777	Belleville School District 118 - member of Belleville Area Special Ed Joint Agreement
H7777	Belleville Twp HS District 201 - member of Belleville Area Special Ed Joint Agreement
I8585	Marion CU School District 2 - member of Williamson County Special Education Cooperative
K67LL	Danville CC School District 118 - member of Vermilion Association of Special Education
	Downstate Single District Service Units
A03AA	Rockford School District 205
A04AA	Harlem Unit District 122
F41FF	Peoria School District 150
F51KK	Springfield School District 186

APPENDIX B

CHILDREN IN PLACEMENT AT APPROVED PRIVATE FACILITIES ON DECEMBER 1, 1990

B-1. SORTED BY REGION/COUNTY/CITY.

B-2. ALPHABETICAL BY OPERATING AGENCY.

Children in Placement at Approved Private Facilities on December 1, 1990

Number	Facility Name	Operating Agency	Facility City	State	Children	County	Region
218	Sertoma Career Center	Sertoma Career Center	Alsip	IL	8	Cook	1
316	Bartlett Learning Center-Day	Sisters of St. Josepoh	Bartlett	IL	106	Cook	1
508	Barker School & Group Home	Sisters of St. Joseph T.O.S.F.	Bartlett	IL	3	Cook	1
515	Bartlett Learning Cntr.-Res. Program	Sisters of St. Joseph T.O.S.F.	Bartlett	IL	7	Cook	1
30	Blue Cap School Children's Program	Blue Island Citizens for the Mentally Retarded, Inc.	Blue Island	IL	38	Cook	1
35	Blue Cap School Adult Program	Blue Island Citizens for the Mentally Retarded, Inc.	Blue Island	IL	5	Cook	1
207	Ray Graham Bonaparte Program	Ray Graham Association	Burr Rudge	IL	19	Cook	1
585	Bonaparte Program Fr. Res. Pl.	Ray Graham Association	Burr Rudge	IL	8	Cook	1
26	Camelot Day School\Dimensions	Camelot Day School\Dimensions	Chicago	IL	4	Cook	1
34	Cntr. for Rehab. & Trning.-Hearing	Cntr. for Rehab. & Trning. of DI	Chicago	IL	3	Cook	1
45	CARC/Mary Alyce School	Chicago Assoc. for Retarded Citizenss	Chicago	IL	51	Cook	1
46	CARC/Dr. King School	Chicago Assoc. for Retarded Citizens	Chicago	IL	44	Cook	1
47	CARC/Southwest School	Chicago Assoc. for Retarded Citizens	Chicago	IL	48	Cook	1
48	CARC/Helen Fernley Harris School	Chicago Assoc. for Retarded Citizens	Chicago	IL	39	Cook	1
49	CARC/Lakeview Learning Center	Chicago Assoc. for Retarded Citizens	Chicago	IL	42	Cook	1
50	CARC/La Paz Child Dev Center	Chicago Assoc. for Retarded Citizens	Chicago	IL	67	Cook	1
53	CARC/Southeast School	Chicago Assoc. for Retarded Citizens	Chicago	IL	40	Cook	1
54	CARC/Southwest Training Center	Chicago Assoc. for Retarded Citizens	Chicago	IL	2	Cook	1
55	CARC/Special Opp/Learn	Chicago Assoc. for Retarded Citizens	Chicago	IL	56	Cook	1
57	CARC/Westtown Training Center	Chicago Assoc. for Retarded Citizens	Chicago	IL	3	Cook	1
60	CARC/West Englewood-Frick Training Center	Chicago Assoc. for Retarded Citizens	Chicago	IL	1	Cook	1
61	Chicago Lighthouse for the Blind Dev. Center	Chicago Lighthouse for the Blind	Chicago	IL	24	Cook	1
62	Chicago Urban Day School	Chicago Urban Day School	Chicago	IL	29	Cook	1
77	Childrens Memorial Therapeutic School	Childrens Memorial Hospital	Chicago	IL	3	Cook	1
79	Jewish Childrens Bureau Therapeutic School	Jewish Childrens Bureau	Chicago	IL	27	Cook	1
87	Day School	Day School	Chicago	IL	71	Cook	1
88	Central Baptist Chld. Hm. Day Tr.	Central Baptist Childrens Home	Chicago	IL	29	Cook	1
95	Developmental Institute	Humana-Michael Reese	Chicago	IL	49	Cook	1

97	St. Mary of Providence Day Program	Daughters of St. Mary	Chicago	IL	32	Cook	1
107	Englewood Learning Center	Englewood Health Services	Chicago	IL	56	Cook	1
110	Esperanza School-Chicago	Esperanza School	Chicago	IL	85	Cook	1
113	Gateway to Learning	Gateway to Learning	Chicago	IL	58	Cook	1
126	Holy Trinity Day Classes for the Deaf	Archdiocese of Chicago	Chicago	IL	1	Cook	1
136	Lawrence Hall-Sanberg Center	Lawrence Hall Youth Services	Chicago	IL	10	Cook	1
140	Lawrence Hall Day School	Lawrence Hall Youth Services	Chicago	IL	88	Cook	1
150	Genesis Day School	Genesis Day school	Chicago	IL	39	Cook	1
151	Genesis School-Central	Genesis Day School	Chicago	IL	46	Cook	1
153	Nickolas Barnes School	Human Resources Development Institute	Chicago	IL	16	Cook	1
154	Genesis Day-Special Clinical	Genesis Day School	Chicago	IL	13	Cook	1
155	Loyola University Day School	Loyola University	Chicago	IL	21	Cook	1
157	Augustana Center Day Program	Lutheran Social Services of IL	Chicago	IL	29	Cook	1
162	Mau-Glo School for the Mentally Retarded	Mau-Glo School for the Mentally Retarded	Chicago	IL	21	Cook	1
172	New Horizon Cntr. for the Dev. Disabled	New Horizon Center for Dev. Disabled	Chicago	IL	48	Cook	1
173	North Cntr. for Handicapped Children	North Center for the Handicapped	Chicago	IL	10	Cook	1
174	North Center for Handicapped Children	North Center for the Handicapped	Chicago	IL	35	Cook	1
182	Oak Therapeutic School Inc.	Oak Therapeutic School, Inc.	Chicago	IL	105	Cook	1
186	Northwestern Mem. Hospital H.S.	Northwestern Mem. Hospital	Chicago	IL	1	Cook	1
191	Pathways School & Treatment Center	Pathways School & Treatment Center	Chicago	IL	28	Cook	1
200	Pritzker-Grinker School	Pritzker-Grinker School	Chicago	IL	21	Cook	1
201	Odessa Preparatory Academy	Potential School for Exc. Children, Inc.	Chicago	IL	17	Cook	1
213	Search School-TMH Program	Search Developmental Center	Chicago	IL	14	Cook	1
214	Search School-BD Program	Search Developmental Center	Chicago	IL	23	Cook	1
215	St. Rose Center	Daughters of St. Mary of Providence	Chicago	IL	28	Cook	1
216	Little Sisters School for Retarded Children	Sacred Heart of Jesus Church	Chicago	IL	28	Cook	1
220	Rush Day School	Ruth Presbyterian Medical Center	Chicago	IL	19	Cook	1
221	South Central Adolescent Chn. Annex	South Central Community	Chicago	IL	16	Cook	1
222	South Central Adolescent Chn. Program	South Central Community	Chicago	IL	44	Cook	1
223	South Chicago Parents & Friends of Retarded Children	South Chicago Parents & Friends of Retarded Chidlren	Chicago	IL	2	Cook	1
224	Southern Jr. High School	Southern Jr. High School	Chicago	IL	24	Cook	1
225	South Central Far South Campus	South Central Community	Chicago	IL	59	Cook	1
226	South Central South Shore Campus	South Central Community	Chicago	IL	55	Cook	1

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227	Step. Inc	Step. Inc	Chicago	IL	59	Cook	1
228	Sullivan House School	Sullivan House School	Chicago	IL	7	Cook	1
230	Southern School-Greenrose Elementary	Southern Schools	Chicago	Il	33	Cook	1
235	Thresholds School	Thresholds	Chicago	IL	13	Cook	1
240	Southern High School	Southern School	Chicago	Il	36	Cook	1
250	Arthur Rubloff School-UCP	United Cerebral Palsy	Chicago	IL	94	Cook	1
254	Victor C. Neumann School	Victor C. Nauman Association	Chicago	IL	44	Cook	1
260	Virginina Frank Child Develop. Cntr.	Jewish Family & Community Services	Chicago	IL	2	Cook	1
267	Austin Special School	West Side Mentally Retarded Childrens Aid	Chicago	IL	22	Cook	1
269	Westside Parents Exceptional Children	Habilitative Systems	Chicago	IL	34	Cook	1
430	Lawrence Hall	Lawrence Hall Youth	Chicago	IL	3	Cook	1
443	Solace Place Res/Ed	St Joseph's Carondelet	Chicago	IL	4	Cook	1
444	St. Joseph's Carondelet-Chld. Cntr.	St Josephs Carondelet	Chicago	IL	9	Cook	1
450	Sonia Shankman Orthogenic School	University of Chicago	Chicago	IL	17	Cook	1
466	Augustana Center Residential Program	Lutheran Social Services of IL	Chicago	IL	91	Cook	1
480	Thresholds School/Mary Hill	Thresholds	Chicago	IL	3	Cook	1
486	Thresholds School/James	Thresholds	Chicago	IL	3	Cook	1
493	Lawrence Hall-Greenleaf Gr Hm	Lawrence Hall Youth Services	Chicago	IL	1	Cook	1
498	Lawrence Hall-Chase Group Home	Lawrence Hall Youth Services	Chicago	IL	1	Cook	1
505	Lawrence Hall-Group Care Program	Lawrence Hall Youth Services	Chicago	IL	3	Cook	1
517	Misericordia North Learning Center	Archdiocese of Chicago	Chicago	IL	37	Cook	1
533	Little City	Little City Foundation	Chicago	IL	4	Cook	1
525	Misericordia North Res. Only	Archdiocese of Chicago	Chicago	IL	1	Cook	1
535	St. Mary of Providence Ed & Res.	Daughters of St. Mary of Providence	Chicago	IL	29	Cook	1
558	Helen Fernley Harris School Fr. Res.	Chicago Assoc. for Retarded Citizens	Chicago	IL	6	Cook	1
1	Abraham Lincoln Center Day Treatment	Abraham Lincoln Center	Chicago	IL	36	Cook	1
10	McKinley Living-Learning Center	Ada S. McKinley Community Services	Chicago	IL	106	Cook	1
11	McKinley Therapeutic Center	Ada S. McKinley Community Services	Chicago	IL	56	Cook	1
12	McKinley Therapeutic Center	Ada S. McKinley Community Services	Chicago	IL	2	Cook	1
15	McKinley Industries	Ada S. McKinley Community Services	Chicago	IL	2	Cook	1
2	Abraham Lincoln Center Non-Ambulatory	Abraham Lincoln Center	Chicago	IL	23	Cook	1
22	St. Joseph's Carondelet-Day Program	St. Joseph's Carondelet Child Center	Chicago	IL	62	Cook	1
23	E.W. Lynch Vocational Program	Genesis	Chicago	IL	6	Cook	1
24	Austin Center for Development	Habilitative Systems	Chicago	IL	14	Cook	1
27	Beacon Therapeutic School	Beacon Therapeutic School	Chicago	IL	90	Cook	1

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31	Byron Center	Center for Rehabilitation and Training	Chicago	IL	42	Cook	1
38	Anixter School	Center for Rehabilitation and Training	Chicago	IL	10	Cook	1
41	Centers for New Horizons Day School	Centers for New Horizons, Inc.	Chicago	IL	36	Cook	1
8	McKinley Development Center	Ada S. McKinley Community Services	Chicago	IL	77	Cook	1
9	McKinley Highland Center	Ada S. McKinley Community Services	Chicago	IL	75	Cook	1
422	Misericordia Home South	Archdiocese of Chicago	Chicago	IL	67	Cook	1
103	Forest Academy-Des Plaines	Forests Health System	Des Plaines	IL	42	Cook	1
105	Forest Day-Extended	Forest Health Systems	Des Plaines	IL	3	Cook	1
141	Laureate Day School	Lutheran General Hospital	Des Plaines	IL	19	Cook	1
441	Maryville Academy-Res. Only	Maryville Academy	Des Plaines	IL	1	Cook	1
178	Shore School	Shore Community Services	Evanston	IL	28	Cook	1
211	Rimland Services for Autistic Children	Rimland Services for Autistic Children	Evanston	IL	17	Cook	1
578	Shore School Fr. Res. Pl.	Shore Community Services	Evanston	Il	1	Cook	1
90	Directions in Learning	Partners in Psychiatry	Glenview	IL	28	Cook	1
123	South Suburban School for Spec. Ed	South Suburban School for Spec. Ed.	Harvey	IL	8	Cook	1
421	Childrens Habilitation Center	Childrens Habilitation Center	Harvey	IL	28	Cook	1
122	Hillside Academy	Special Education Services	Hillside	IL	193	Cook	1
512	Interventions Residential Only	Interventions	Matteson	IL	17	Cook	1
158	Joseph Academy	Joseph Academy	Niles	IL	85	Cook	1
464	Centerview Therapeutic School	Center on Deafness	Northbrook	IL	15	Cook	1
37	Centerview Therapeutic Day	Center on Deafness	Northbrook	IL	6	Cook	1
5	Att/Bje Keshet Day School	Associated Talmud Torahs of Chicago	Northbrook	IL	2	Cook	1
187	Park Lawn School & Activity Center	Park Law Association	Oak Lawn	IL	29	Cook	1
417	Camelot Care Center School	Camelot Care Centers, Inc.	Palatine	IL	9	Cook	1
108	Elim Christian School-Day	Elim Christian School	Palos Heights	IL	59	Cook	1
513	Elim Christian School Res. Only	Elim Christian School	Palos Heights	IL	9	Cook	1
519	Elim Christian School Phy. H. Res.	Elim Christian School Society	Palos Heights	IL	5	Cook	1
109	Elim Christian School Day Phy. H.	Elim Christian School Society	Palos Heightss	IL	16	Cook	1
231	Lt. Joseph P. Kennedy School-Day	Sisters of St. Franciss	Palos Hills	IL	71	Cook	1
529	Lt. Joseph P. Kennedy School	Sisters of St. Francis	Palos Hills	IL	50	Cook	1
232	Lt. Joseph P. Kennedy School Voc. Ed	Sisters of St. Francis	Palos Park	IL	1	Cook	1
566	Care Program Fr. Res. Pl.	Care Program	Park Forest	IL	10	Cook	1
264	Jeanine Schultz Memorial School	Jeanine Schultz Memorial School	Park Ridge	IL	52	Cook	1
524	Jeaninei Schultz School-Welby Hall	Jeanine Schultz School	Park Ridge	IL	1	Cook	1
143	McKinley Libra School	Ada S. McKinley Community Services	Riverdale	IL	40	Cook	1
21	Att/Ptach Special Ed Program	Associated Talmud Torahs of Chicago	Skokie	IL	3	Cook	1
25	Arlyn Day School	Arlyn Day School	Skokie	IL	27	Cook	1

65	Care Program for Handicapped	Care Program	Steger	IL	7	Cook	1
84	Cove School	Cove School, Inc.	Winnetka	IL	61	Cook	1
463	Park Ridge Youth Campus-Res. Only	Park Ridge Youth Campus	Park Ridge	Il	14	Cook	1
156	Lutherbrook Children Center-Day	Lutheran Children and Family Services	Addison	IL	33	DuPage	1
132	Aurora Education Cntr-Ext Day	Special Education Services	Aurora	IL	1	DuPage	1
139	Aurora Education Center	Special Education Services	Aurora	IL	96	DuPage	1
425	Elaine Boyd Creche School	Elaine Boyd Creche Skilled Nursing H	Bloomingdale	IL	15	DuPage	1
436	Marklund Childrens Home, Inc.	Marklund Childrens Home, Inc.	Bloomingdale	IL	31	DuPage	1
148	Little Friends Spectrum Voc. Service	Little Friends, Inc.	Downers Grove	IL	1	DuPage	1
149	Little Friends Bridge High School	Little Friends, Inc.	Downers Grove	IL	22	DuPage	1
236	Forest Academy-Elgin-Dayd	Forest Health System	Elgin	IL	23	DuPage	1
432	Little Angels Nursing Home	Little Angels Nursing Home	Elgin	IL	30	DuPage	1
456	Forest Academy-Elgin	Forest Health System	Elgin	IL	12	DuPage	1
485	Larkin Center of Children Res/Ed	Larkin Center for Children	Elgin	IL	30	DuPage	1
528	Larkin Center-Thatcher Int. Care	Larkin Home for Children	Elgin	JL	14	DuPage	1
233	Larkin Center for Children-Day	Larkin Center for Children	Elvin	IL	54	DuPage	1
145	Little Friends School & Mansion	Little Friends, Inc.	Naperville	IL	144	DuPage	1
147	Mansion	Little Friends, Inc.	Naperville	IL	30	DuPage	1
76	Marklund Day School	Marklund Children's	Roselle	IL	28	DuPage	1
20	Elizabeth Keeler School	Association of Individual Development	Aurora	IL	9	Kane	1
92	Challenger Day School	Challenger Day School	Deerfield	Il	25	Lake	1
116	Glenkirk School	Glenkirk Association	Deerfield	IL	19	Lake	1
427	Glenkirk School & Mundeline Res.	Glenkirk Association	Deerfield	IL	27	Lake	1
568	Glenkirk School for Res. Placement	Glenkirk Association	Deerfieldd	IL	1	Lake	1
401	Arden Shore/Rhonda Alter Res.	Arden Shore Association	Highland Park	IL	4	Lake	1
33	Bridge View Extended Day School	Bridgeview Extended Day School	Highland Park	IL	39	Lake	1
406	Arden Shore Association Re. Only	Arden Shore Association	Lake Bluff	IL	3	Lake	1
428	Grove School Co-Funded	Grove School	Lake Forest	IL	6	Lake	1
405	Allendale School Special Unit	Allendale Association	Lake Vill	IL	7	Lake	1
25	Allendale Stepping Stone-Res/Ed	Allendale ASsociation	Lake Villa	IL	25	Lake	1
402	Allendale Stepping Stone-Res./Ed	Allendale Association	Lake Villa	IL	25	Lake	1
411	Allendale Armour Unit	Allendale ASsociation	Lake Villa	IL	2	Lake	1
19	Allendale Stepping Stone-Day	Allendale Association	Lake Villa	IL	42	Lake	1
106	Forest Waukegan Day School	Forest Health Systems, Inc.	Waukegan	IL	4	Lake	1
277	Cornerstone Services-Rowell	Cornerstone Services, Inc.	Joliet	IL	1	Will	1
115	Guardian Angel Home Day Treatment	Guardian Angel Home	Joliet	IL	40	Will	1

274	Trinity School	Trinity Services. Inc.	Joliet	IL	32	Will	1
42	United Cerebral Palsy-Will	Inc.	Joliet	IL	60	Will	1
146	Lockport Education Center	Special Education Services	Lockport	IL	111	Will	1
510	Dovenant Children Home Res. Only	Covenant Childrens Home & Fam. Srv.	Princeton	IL	1	Bureau	2
229	Summit School. Inc.	Summit School. Inc.	Dundee	IL	95	Kane	2
102	LaSalle County Easter Seal Society	LaSalle County Easter Seal Society	LaSalle	IL	16	LaSalle	2
144	Lighted Way Association Inc.	Lighted Way Association Inc.	LaSalle	IL	26	LaSalle	2
459	Nachusa Lutheran Home Ed & Res.	Lutheran Social Services	Nachusa	IL	9	Lee	2
166	Nachusa Lutheran Home Day	Lutheran Social Services	Streamwood	IL	14	Lee	2
17	Allendale Stepping Stone-Link	Allendale Association	Union	IL	2	McHenry	2
404	Arrowhead Ranch Res. Only	Arrowhead Ranch	Coal Valley	Il	10	Rock Island	2
476	Exceptional Care and Training Center	Hoosier, Inc.	Sterling	IL	12	Whiteside	2
442	St. Francis School for Excep. Children	Rockford Diocesse	Freeport	IL	39	Winnebago	2
452	Walter Lawson Childrens Homee	Hoosier Care. Inc.	Loves Park	IL	61	Winnebago	2
258	Mill	Responsible Peer Program, Inc	Rockford	IL	9	Winnebago	2
474	Mill School Ed. & Res.	Responsible Peer Program, Inc.	Rockford	IL	14	Winnebago	2
205	Quincy School for the Handicapped	Adams County Mental Health Center	Quincy	IL	15	Adams	3
423	Chaddock School Ed & Res.	Central Illinois Conf. of United Methodist Churches	Quincy	IL	10	Adams	3
39	Chaddock School Day Program	Methodist Church	Quincy	IL	15	Adams	3
408	St. Luke Health Care Center	Lutheran Social Services of IL	Beardstown	IL	32	Cass	3
419	Champaign Childrens Homes	Champaign Childrens Home	Champaign	IL	52	Champaign	3
86	Cunningham Childrens Home School Day	Cunningham Childrens Home	Urbana	IL	6	Champaign	3
527	Cunningham Childrens Home School	Cunningham Children Home	Urbana	IL	2	Champaign	3
481	Kemmerer Village Ed/Res.	Presbyterian Church	Assumption	IL	6	Christian	3
244	Fulton County Rehabilitation Center	Fulton County Rehabilitation Center	Canton	IL	5	Fulton	3
565	Fulton Conty. Sch. Ash. St. Fr. Res. Pl.	Fulton County Rehabilitation Center	Canton	IL	6	Fulton	3
565	Fulton County Rehabilitation Center	Fulton County Rehabilitation Center	Canton	IL	6	Fulton	3
219	Scott Center School	The Children's Founddation	Bloomington	IL	23	McLean	3
538	Morgan Washington Group Home	The Children's Foundation	Bloomington	IL	1	McLean	3
539	Victory Hall Boys Home of McLean	The Children Foundation	Bloomington	IL	2	McLean	3
516	Hammitt School Ed & Res.	Baby Fold	Normal	IL	8	McLean	3
32	Hammitt School	Baby Fold	Normal	IL	70	McLean	3

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188	Jacksonville AARC/Pathway School	Citizens	Jacksonville	IL	19	Morgan	3
68	Barker School-Day	Children.s Home Association	Peoria	IL	49	Peoria	3
416	Barker School-Res./Ed	Children's Home Association	Peoria	IL	7	Peoria	3
520	Hope School-Gray Group Home	The Hope School	Springfield	IL	1	Sangamon	3
523	Hope School	The Hope School	Springfield	IL	40	Sangamon	3
454	Wheeler's Home Farm School	Wheelers Home Farm School	Rankin	IL	1	Vermillion	3
263	Warren Achievement School	Warren Achievement Center, Inc	Monmouth	IL	24	Warren	3
592	Warren Achievement Sch. Fr. Res. Pl.	Warren Achievement Center, Inc	Monmouth	IL	6	Warren	3
73	Clinton County Cntr. for DD. Inc.	Clinton County Cntr. for DD Inc.	Breese	IL	2	Clinton	4
504	Brehm Preparatory School Ed. Res.	Brehm Preparatory School	Carbondale	IL	6	Jackson	4
29	Brehm Preparatory School Day	Brehm Preparatory School	Carbondale	IL	2	Jackson	4
100	Catholic childrens Home Day Program	Springfield Diocese	Alton	IL	78	Madison	4
461	Educational Therapy Center Res. Only	Community Counseling	Edwardsville	IL	2	Madison	4
160	William M. Bedell ARC	Wm. M. Bedell Achiev. & Res. Cntr.	Wood River	IL	72	Madison	4
161	Mamie O. Stookey School	Special Children, Inc.	Belleville	IL	64	St. Clair	4
64	Childrens Cntr. for Behavioral Dev.	Childrens Cntr. for Behavioral Dev	Centreville	IL	84	St. Clair	4
203	Promise Cntr. for Dev. Delayed	Promise Center for Dev. Delayed	East St. Louis	IL	31	St. Clair	4
130	Illinois Center for Autism	Illinois Center for Autism	Fairview Heights	IL	63	St. Clair	4
468	Hoyleton Youth & Family Svc-DD	Hoyleton Youth and Family Svc-DD	Hoyleton	IL	1	Washington	4
701	Lord's Ranch	The Lord's Ranch Foundation	Warm Springs	AR	16	N/A	Out/State
703	Hilltop Institute	Hilltop Institute	Running Springs	CA	1	N/A	Out/State
706	Excelsior Youth Center	Excelsior Youth Center	Aurora	CO	15	N/A	Out/State
710	High Plaines Youth Center	Rebound Colorado	Brush	CO	2	N/A	Out/State
729	Montanari Residential Treatment	Montanari Residential Treatment	Hialeah	FL	1	N/A	Out/State
956	Clinton Community Schools	Clinton Community Schools	Clinton	IA	1	N/A	Out/State
953	Dubuque/Helen Keller/Eisenhower	Dubuque Community School	Dubuque	IA	2	N/A	Out/State
735	Menninger Clinic Children's Dept.	Menninger Clinic	Topeka	KS	6	N/A	Out/State
733	Institute of Logopedics	Institute of Logopedics	Wichita	KS	17	N/A	Out/State
734	Maryhurst School	Sisters of Good Shepherd	Louisville	KY	2	N/A	Out/State
760	Boston Higashi School	Boston Higashi School	Lexington	MA	4	N/A	Out/State
758	Kolburne School	Kolburne School, Inc.	New Marlborou	MA	2	N/A	Out/State
753	Lanmark School	Landmark Foundation	Prides Crossing	MA	2	N/A	Out/State
756	Desisto School	Desisto Schools, Inc.	Stockbridge	MA	7	N/A	Out/State
746	Elan One School	Elan One Corporation	Poland Spring	ME	20	N/A	Out/State
767	New Dominion Academy	Gerard of Minnesota	Austin	MN	8	N/A	Out/State
965	Nexus, Inc.	Nexus, Inc.	Minnetonka	MN	2	N/A	Out/State
620	St. Joseph Vocational Center	Archdiocese of St. Louis	St. Louis	MO	16	N/A	Out/State

751	Marygrove Services , Inc	Marygrove Services Inc	Florissant	MO	1	N/A	Out/State
601	Child Center of Our Lady-Day	Child Center of Our Lady	St. Louis	MO	2	N/A	Out/State
630	Central Institute for Deaf-Day	Central Institute for the Deaf	St Louis	MO	1	N/A	Out/State
650	Edgewood Childrens Center-Day	Edgewood Children's Center	St Louis	Mo	1	N/A	Out/State
916	Child Center of our Lady	Child Center of our Lady	St. Louis	MO	1	N/A	Out/State
917	Edgewood Chld. Cntr.-Res./Ed	Edgewood Childrens Center	St. Louis	Mo	1	N/A	Out/State
918	Edgewood Chldn Center-Intensive	Edgewood Childrens Center	St. Louis	Mo	1	N/A	Out/State
762	St Mary's School-Excep Children	Archdiocesan Dept of Spec Ed	St. Louiss	MO	2	N/A	Out/State
980	Special School Dist-St. Louis County	Special School District-St Louis Co	Town & Country	MO	1	N/A	Out/State
647	Epworth Childrens Center-Day	Epworth Childrens Home	Webster Grove	MO	1	N/A	Out/State
828	Epworth Childrens Center Res./Ed	Epworth Childrens Center	Webster Grove	MO	2	N/A	Out/State
776	Dakota Boys Ranch	Dakota Boys Ranch	Minot	ND	1	N/A	Out/State
775	Boys Town School	Father Flanagan's Boys Town	Boys Town	NE	1	N/A	Out/State
950	JCCA-Mt Pleasant Cottage School	Jewish Child Care Association	Pleasantville	NY	1	N/A	Out/State
777	Bellefaire Res. Treatment Cntr.	Bellefaire Res. Treatment Cntr.	Cleveland	OH	13	N/A	Out/State
788	Glen Mills School	Glen Mills School	Concordville	PA	1	N/A	Out/State
800	San Marcos Treatment Center	Healthcare International	San Marcos	TX	1	N/A	Out/State
844	Devereux Foundation-Intermediate	Devereux Foundation	Victoria	TX	1	N/A	Out/State
845	Devereux Foundation-RTC-Barclay	Devereux Foundation	Victoria	TX	1	N/A	Out/State
805	Leary Ed Foundation-Timber Ridge	Leary Educational Foundation	Winchester	VA	1	N/A	Out/State
814	Secret Harbor	Secret Harbor School	Anacortes	WA	13	N/A	Out/State
896	Lad Lake, Inc	Lad Lake, Inc	Dousman	WI	4	N/A	Out/State
858	Eau Claire Academy	Clinicare Corp.	Eau Claire	WI	20	N/A	Out/State
819	St Coletta School-Reg. Program	St Coletta School	Jefferson	WI	25	N/A	Out/State
820	St Coletta School-Spec. Therapy	St Coletta School	Jefferson	WI	11	N/A	Out/State
816	Chileda Institute	Chileda Institute	La Crosse	WI	9	N/A	Out/State
812	Chileda Institute Spec. Therapy	Chilleda Institute	LaCrosse	WI	9	N/A	Out/State
810	St Aemilian	St Aemilian/Lakeside	Milwaukee	WI	3	N/A	Out/State
813	Willowglen East	Willowglen Academy	Milwaukee	WI	13	N/A	Out/State
621	St Rose Residence, Inc	St Rose Residence	Milwaukee	WI	7	N/A	Out/State
823	Willowglen Central	Willowglen Academy	Milwaukee	WI	48	N/A	Out/State
824	Willowglen Academy North-Res.	Willowglen Academy	Milwaukee	WI	20	N/A	Out/State
825	Belwood Pre-Vocational School	Bellwood, LTD	Milwaukee	WI	6	N/A	Out/State
838	Willowglen Prevoc. Prog.-Day Only	Willowglen Academy	Milwaukee	WI	1	N/A	Out/State
970	Norris School District	Norris School District	Mukwonago	WI	1	N/A	Out/State
835	Sunburst Youth Homes	ssSunbursts Inc of Wisconsin	Neillsville	WI	1	N/A	Out/State
847	Rawhide, Inc	Rawhide Inc	New London	WI	3	N/A	Out/State

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827	Oconomowoc Dev. Cntr.-Spec. Therapy	Oconomowoc Developmental Center	Oconomowoc	WI	26	N/A	Out/State
861	Wyalusing Academy	Clinicare Corp.	Prairie Eu Chien	WI	14	N/A	Out/State
850	Willowglen Riverwood	Willowglen Academy	Waldo	WI	2	N/A	Out/State
715	Homme Home for Boys	Lutheran Social Services	Wittenberg	WI	2	N/A	Out/State

Children in Placement at Approved Private Facilities on December 1, 1990 By Operating Agency

Number	Facility Name	Operating Agency	Facility City	State	Children	County	Region
218	Abraham Lincoln Center Day Treatment	Abraham Lincoln Center	Chicago	IL	36	Cook	1
316	Abraham Lincoln Center Non-Ambulatory	Abraham Lincoln Center	Chicago	IL	23	Cook	1
508	McKinley Living-Learning Center	Ada S. McKinley Community Services	Chicago	IL	106	Cook	1
515	McKinley Therapeutic Center	Ada S. McKinley Community Services	Chicago	IL	56	Cook	1
30	McKinley Therapeutic Center	Ada S. McKinley Community Services	Chicago	IL	2	Cook	1
35	McKinley Industries	Ada S. McKinley Community Services	Chicago	IL	2	Cook	1
207	McKinley Development Center	Ada S. McKinley Community Services	Chicago	IL	77	Cook	1
585	McKinley Highland Center	Ada S. McKinley Community Services	Chicago	IL	75	Cook	1
26	McKinley Libra School	Ada S. McKinley Community Services	Riverdale	IL	40	Cook	1
34	Quincy School for the Handicapped	Adams County Mental Health Center	Quincy	IL	15	Adams	3
45	Allendale School Special Unit	Allendale Association	Lake Vill	IL	7	Lake	1
46	Allendale Stepping Stone-Res/Ed	Allendale Association	Lake Villa	IL	25	Lake	1
47	Allendale Stepping Stone-Res./Ed	Allendale Association	Lake Villa	IL	25	Lake	1
48	Allendale Armour Unit	Allendale Association	Lake Villa	IL	2	Lake	1
49	Allendale Stepping Stone-Day	Allendale Association	Lake Villa	IL	42	Lake	1
50	Allendale Stepping Stone-Link	Allendale Association	Union	IL	2	McHenry	2
53	St. Mary's School-Excep. Children	Archdiocesan Dept of Spec. Ed	St. Louiss	MO	2	N/A	Out/State
54	Holy Trinity Day Classes for the Deaf	Archdiocese of Chicago	Chicago	IL	1	Cook	1
55	Misericordia North Learning Center	Archdiocese of Chicago	Chicago	IL	37	Cook	1
57	Misericordia North Res. Only	Archdiocese of Chicago	Chicago	IL	1	Cook	1
60	Misericordia Home South	Archdiocese of Chicago	Chicago	IL	67	Cook	1
61	St. Joseph Vocational Center	Archdiocese of St. Louis	St. Louis	MO	16	N/A	Out/State
62	Arden Shore/Rhonda Alter Res.	Arden Shore Association	Highland Park	IL	4	Lake	1
77	Arden Shore Association Re. Only	Arden Shore Association	Lake Bluff	IL	3	Lake	1
79	Arlyn Day School	Arlyn Day School	Skokie	IL	27	Cook	1
87	Arrowhead Ranch Res. Only	Arrowhead Ranch	Coal Valley	Il	10	Rock Island	2
88	Att/Bje Keshet Day School	Associated Talmud Torahs of Chicago	Northbrook	IL	2	Cook	1
95	Att/Ptach Special Ed Program	Associated Talmud Torahs of Chicago	Skokie	IL	3	Cook	1
97	Elizabeth Keeler School	Association of Individual Development	Aurora	IL	9	Kane	1
107	Hammitt School Ed & Res.	Baby Fold	Normal	IL	8	McLean	3
110	Hammitt School	Baby Fold	Normal	IL	70	McLean	3
113	Beacon Therapeutic School	Beacon Therapeutic School	Chicago	IL	90	Cook	1
126	Bellefaire Res. Treatment Cntr.	Bellefaire Res. Treatment Cntr.	Cleveland	OH	13	N/A	Out/State

136	Belwood Pre-Vocational School	Bellwood, LTD.	Milwaukee	WI	6	N/A	Out/State
140	Blue Cap School Children's Program	Retarded, Inc.	Blue Island	IL	38	Cook	1
150	Blue Cap School Adult Program	Retarded, Inc.	Blue Island	IL	5	Cook	1
151	Boston Higashi School	Boston Higashi School	Lexington	MA	4	N/A	Out/State
153	Brehm Preparatory School Ed. Res.	Brehm Preparatory School	Carbondale	IL	6	Jackson	4
154	Brehm Preparatory School Day	Brehm Preparatory School	Carbondale	IL	2	Jackson	4
155	Bridge View Extended Day School	Bridgeview Extended Day School	Highland Park	IL	39	Lake	1
157	Camelot Care Center School	Camelot Care Centers, Inc.	Palatine	IL	9	Cook	1
162	Camelot Day School\Dimensions	Camelot Day School\Dimensions	Chicago	IL	4	Cook	1
172	Care Program Fr. Res. Pl.	Care Program	Park Forest	IL	10	Cook	1
173	Care Program for Handicapped	Care Program	Steger	IL	7	Cook	1
174	Byron Center	Center for Rehabilitation and Training	Chicago	IL	42	Cook	1
182	Anixter School	Center for Rehabilitation and Training	Chicago	IL	10	Cook	1
186	Centerview Therapeutic School	Center on Deafness	Northbrook	IL	15	Cook	1
191	Centerview Therapeutic Day	Center on Deafness	Northbrook	IL	6	Cook	1
200	Centers for New Horizons Day School	Centers for New Horizons, Inc	Chicago	IL	36	Cook	1
201	Central Baptist Chld. Hm. Day Tr.	Central Baptist Childrens Home	Chicago	IL	29	Cook	1
213	Chaddock School Day Program	Methodist Church	Quincy	IL	15	Adams	3
214	Chaddock School Ed & Res.	Churches	Quincy	IL	10	Adams	3
215	Central Institute for Deaf-Day	Central Institute for the Deaf	St. Louis	MO	1	N/A	Out/State
216	Challenger Day School	Challenger Day School	Deerfield	Il	25	Lake	1
220	Champaign Childrens Homee	Champaign Childrens Home	Champaign	IL	52	Champaign	3
221	CARC/Dr. King School	Chicago Assoc. for Retarded Citizens	Chicago	IL	44	Cook	1
222	CARC/Southwest School	Chicago Assoc. for Retarded Citizens	Chicago	IL	48	Cook	1
223	CARC/Helen Fernley Harris School	Chicago Assoc. for Retarded Citizens	Chicago	IL	39	Cook	1
224	CARC/Lakeview Learning Center	Chicago Assoc. for Retarded Citizens	Chicago	IL	42	Cook	1
225	CARC/La Paz Child Dev Center	Chicago Assoc. for Retarded Citizens	Chicago	IL	67	Cook	1
226	CARC/Southeast School	Chicago Assoc. for Retarded Citizens	Chicago	IL	40	Cook	1
227	CARC/Southwest Training Center	Chicago Assoc. for Retarded Citizens	Chicago	IL	2	Cook	1
228	CARC/Special Opp/Learn	Chicago Assoc. for Retarded Citizens	Chicago	IL	56	Cook	1
230	CARC/Westtown Training Center	Chicago Assoc. for Retarded Citizens	Chicago	IL	3	Cook	1
235	Center	Chicago Assoc. for Retarded Citizens	Chicago	IL	1	Cook	1
240	Helen Fernley Harris School Fr. Res.	Chicago Assoc. for Retarded Citizens	Chicago	IL	6	Cook	1
250	CARC/Mary Alyce School	Chicago Assoc. for Retarded Citizenss	Chicago	IL	51	Cook	1
254	Center	Chicago Lighthouse for the Blind	Chicago	IL	24	Cook	1
260	Chicago Urban Day School	Chicago Urban Day School	Chicago	IL	29	Cook	1
267	Child Center of Our Lady-Day	Child Center of Our Lady	St. Louis	MO	2	N/A	Out/State

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269	Child Center of our Lady	Child Center of our Lady	St. Louis	MO	1	N/A	Out/State
430	Barker School-Res./Ed	Children's Home Association	Peoria	IL	7	Peoria	3
443	Barker School-Day	Children;s Home Association	Peoria	IL	49	Peoria	3
444	Childrens Cntr. for Behavioral Dev.	Childrens Cntr. for Behavioral Dev.	Centreville	IL	84	St. Clair	4
450	Childrens Habilitation Center	Childrens Habilitation Center	Harvey	IL	28	Cook	1
466	Childrens Memorial Therapeutic School	Childrens Memorial Hospital	Chicago	IL	3	Cook	1
480	Chileda Institute	Chileda Institute	La Crosse	WI	9	N/A	Out/State
486	Chileda Institute Spec. Therapy	Chilleda Institute	LaCrosse	WI	9	N/A	Out/State
493	Eau Claire Academy	Clinicare Corp.	Eau Claire	WI	20	N/A	Out/State
498	Wyalusing Academy	Clinicare Corp.	Prairie Eu Chien	WI	14	N/A	Out/State
505	Clinton Community Schools	Clinton Community Schools	Clinton	IA	1	N/A	Out/State
517	Clinton County Cntr. for DD, Inc.	Clinton County Cntr. for DD. Inc.	Breese	IL	2	Clinton	4
533	Cntr. for Rehab. & Trning.-Hearing	Cntr. for Rehab. & Trning. of DI	Chicago	IL	3	Cook	1
525	Educational Therapy Center Res. Only	Community Counseling	Edwardsville	IL	2	Madison	4
535	Cornerstone Services-Rowell	Cornerstone Services, Inc.	Joliet	IL	1	Will	1
558	Cove School	Cove School, Inc.	Winnetka	IL	61	Cook	1
1	Dovenant Children Home Res. Only	Covenant Childrens Home & Fam. Srv.	Princeton	IL	1	Bureau	2
10	Cunningham Childrens Home School	Cunningham Children Home	Urbana	IL	2	Champaign	3
11	Cunningham Childrens Home School Day	Cunningham Childrens Home	Urbana	IL	6	Champaign	3
12	Dakota Boys Ranch	Dakota Boys Ranch	Minot	ND	1	N/A	Out/State
15	St. Mary of Providence Day Program	Daughters of St. Mary	Chicago	IL	32	Cook	1
2	St. Rose Center	Daughters of St. Mary of Providence	Chicago	IL	28	Cook	1
22	St. Mary of Providence Ed & Res.	Daughters of St. Mary of Providence	Chicago	IL	29	Cook	1
23	Day School	Day School	Chicago	IL	71	Cook	1
24	Desisto School	Desisto Schools, Inc.	Stockbridge	MA	7	N/A	Out/State
27	Devereux Foundation-Intermediate	Devereux Foundation	Victoria	TX	1	N/A	Out/State
31	Devereux Foundation-RTC-Barclay	Devereux Foundation	Victoria	TX	1	N/A	Out/State
38	Dubuque/Helen Keller/Eisenhower	Dubuque Community School	Dubuque	IA	2	N/A	Out/State
41	Edgewood Childrens Center-Day	Edgewood Children's Center	St. Louis	Mo	1	N/A	Out/State
8	Edgewood Chld. Cntr.-Res./Ed	Edgewood Childrens Center	St. Louis	Mo	1	N/A	Out/State
9	Edgewood Chldn. Center-Intensive	Edgewood Childrens Center	St. Louis	Mo	1	N/A	Out/State
422	Elaine Boyd Creche School	Elaine Boyd Creche Skilled Nursing H.	Bloomingdale	IL	15	DuPage	1
103	Elan One School	Elan One Corporation	Poland Spring	ME	20	N/A	Out/State
105	Elim Christian School-Day	Elim Christian School	Palos Heights	IL	59	Cook	1
141	Elim Christian School Res. Only	Elim Christian School	Palos Heights	IL	9	Cook	1
441	Elim Christian School Phy. H. Res.	Elim Christian School Society	Palos Heights	IL	5	Cook	1
178	Elim Christian School Day Phy. H.	Elim Christian School Society	Palos Heightss	IL	16	Cook	1

211	Englewood Learning Center	Englewood Health Services	Chicago	IL	56	Cook	1
578	Epworth Childrens Center Res./Ed	Epworth Childrens Center	Webster Grove	MO	2	N/A	Out/State
90	Epworth Childrens Center-Day	Epworth Childrens Home	Webster Grove	MO	1	N/A	Out/State
123	Esperanza School-Chicago	Esperanza School	Chicago	IL	85	Cook	1
421	Excelsior Youth Center	Excelsior Youth Center	Aurora	CO	15	N/A	Out/State
122	Boys Town School	Father Flanagan's Boys Town	Boys Town	NE	1	N/A	Out/State
512	Forest Academy-Elgin-Dayd	Forest Health System	Elgin	IL	23	DuPage	1
158	Forest Academy-Elgin	Forest Health System	Elgin	IL	12	DuPage	1
464	Forest Day-Extended	Forest Health Systems	Des Plaines	IL	3	Cook	1
37	Forest Waukegan Day School	Forest Health Systems, Inc.	Waukegan	IL	4	Lake	1
5	Forest Academy-Des Plaines	Forests Health System	Des Plaines	IL	42	Cook	1
187	Fulton County Rehabilitation Center	Fulton County Rehabilitation Center	Canton	IL	5	Fulton	3
417	Fulton Conty. Sch. Ash. St. Fr. Res. Pl.	Fulton County Rehabilitation Center	Canton	IL	6	Fulton	3
108	Fulton County Rehabilitation Center	Fulton County Rehabilitation Center	Canton	IL	6	Fulton	3
513	Gateway to Learning	Gateway to Learning	Chicago	IL	58	Cook	1
519	E.W. Lynch Vocational Program	Genesis	Chicago	IL	6	Cook	1
109	Genesis Day School	Genesis Day school	Chicago	IL	39	Cook	1
231	Genesis School-Central	Genesis Day School	Chicago	IL	46	Cook	1
529	Genesis Day-Special Clinical	Genesis Day School	Chicago	IL	13	Cook	1
232	New Dominion Academy	Gerard of Minnesota	Austin	MN	8	N/A	Out/State
566	Glen Mills School	Glen Mills School	Concordville	PA	1	N/A	Out/State
264	Glenkirk School	Glenkirk Association	Deerfield	IL	19	Lake	1
524	Glenkirk School & Mundeline Res.	Glenkirk Association	Deerfield	IL	27	Lake	1
143	Glenkirk School for Res. Placement	Glenkirk Association	Deerfieldd	IL	1	Lake	1
21	Grove School Co-Funded	Grove School	Lake Forest	IL	6	Lake	1
25	Guardian Angel Home Day Treatment	Guardian Angel Home	Joliet	IL	40	Will	1
65	Westside Parents Exceptional Children	Habilitative Systems	Chicago	IL	34	Cook	1
84	Austin Center for Development	Habilitative Systems	Chicago	IL	14	Cook	1
463	San Marcos Treatment Center	Healthcare International	San Marcos	TX	1	N/A	Out/State
156	Hilltop Institute	Hilltop Institute	Running Springs	CA	1	N/A	Out/State
132	Walter Lawson Childrens Homee	Hoosier Care, Inc	Loves Park	IL	61	Winnebago	2
139	Exceptional Care and Training Center	Hoosier, Inc.	Sterling	IL	12	Whiteside	2
425	Hoyleton Youth & Family Svc-DD	Hoyleton Youth and Family Svc-DD	Hoyleton	IL	1	Washington	4
436	Nickolas Barnes School	Institute	Chicago	IL	16	Cook	1
148	Developmental Institute	Humana-Michael Reese	Chicago	IL	49	Cook	1
149	Illinois Center for Autism	Illinois Center for Autism	Fairview Heights	IL	63	St. Clair	4
236	Institute of Logopedics	Institute of Logopedics	Wichita	KS	17	N/A	Out/State

432	Interventions Residential Only	Interventions	Matteson	IL	17	Cook	1
456	Jacksonville AARC/Pathway School	Citizens	Jacksonville	IL	19	Morgan	3
485	Jeanine Schultz Memorial School	Jeanine Schultz Memorial School	Park Ridge	IL	52	Cook	1
528	Jeaninei Schultz School-Welby Hall	Jeanine Schultz School	Park Ridge	IL	1	Cook	1
233	JCCA-Mt. Pleasant Cottage School	Jewish Child Care Association	Pleasantville	NY	1	N/A	Out/State
145	School	Jewish Childrens Bureau	Chicago	IL	27	Cook	1
147	Virginina Frank Child Develop. Cntr.	Jewish Family & Community Services	Chicago	IL	2	Cook	1
76	Joseph Academy	Joseph Academy	Niles	IL	85	Cook	1
20	Kolburne School	Kolburne School, Inc.	New Marlborou	MA	2	N/A	Out/State
92	Lad Lake, Inc.	Lad Lake, Inc.	Dousman	WI	4	N/A	Out/State
116	Lanmark School	Landmark Foundation	Prides Crossing	MA	2	N/A	Out/State
427	Larkin Center of Children Res/Ed	Larkin Center for Children	Elgin	IL	30	DuPage	1
568	Larkin Center for Children-Day	Larkin Center for Children	Elvin	IL	54	DuPage	1
401	Larkin Center-Thatcher Int. Care	Larkin Home for Children	Elgin	IL	14	DuPage	1
33	LaSalle County Easter Seal Society	LaSalle County Easter Seal Society	LaSalle	IL	16	LaSalle	2
406	Lawrence Hall	Lawrence Hall Youth	Chicago	IL	3	Cook	1
428	Lawrence Hall-Sanberg Center	Lawrence Hall Youth Services	Chicago	IL	10	Cook	1
405	Lawrence Hall Day School	Lawrence Hall Youth Services	Chicago	IL	88	Cook	1
25	Lawrence Hall-Greenleaf Gr Hm	Lawrence Hall Youth Services	Chicago	IL	1	Cook	1
402	Lawrence Hall-Chase Group Home	Lawrence Hall Youth Services	Chicago	IL	1	Cook	1
411	Lawrence Hall-Group Care Program	Lawrence Hall Youth Services	Chicago	IL	3	Cook	1
19	Leary Ed. Foundation-Timber Ridge	Leary Educational Foundation	Winchester	VA	1	N/A	Out/State
106	Lighted Way Association Inc.	Lighted Way Association Inc.	LaSalle	IL	26	LaSalle	2
277	Little Angels Nursing Home	Little Angels Nursing Home	Elgin	IL	30	DuPage	1
115	Little City	Little City Foundation	Chicago	IL	4	Cook	1
274	Little Friends Spectrum Voc. Service	Little Friends, Inc.	Downers Grove	IL	1	DuPage	1
42	Little Friends Bridge High School	Little Friends, Inc.	Downers Grove	IL	22	DuPage	1
146	Little Friends School & Mansion	Little Friends, Inc.	Naperville	IL	144	DuPage	1
510	Mansion	Little Friends, Inc.	Naperville	IL	30	DuPage	1
229	Loyola University Day School	Loyola University	Chicago	IL	21	Cook	1
102	Lutherbrook Children Center-Day	Lutheran Children and Family Services	Addison	IL	33	DuPage	1
144	Laureate Day School	Lutheran General Hospital	Des Plaines	IL	19	Cook	1
459	Nachusa Lutheran Home Ed & Res.	Lutheran Social Services	Nachusa	IL	9	Lee	2
166	Nachusa Lutheran Home Day	Lutheran Social Services	Streamwood	IL	14	Lee	2
17	Homme Home for Boys	Lutheran Social Services	Wittenberg	WI	2	N/A	Out/State
404	St. Luke Health Care Center	Lutheran Social Services of IL	Beardstown	IL	32	Cass	3
476	Augustana Center Day Program	Lutheran Social Services of IL	Chicago	IL	29	Cook	1

442	Augustana Center Residential Program	Lutheran Social Services of IL	Chicago	IL	91	Cook	1
452	Marklund Day School	Marklund Children's	Roselle	IL	28	DuPage	1
258	Marklund Childrens Home, Inc.	Marklund Childrens Home, Inc.	Bloomingdale	IL	31	DuPage	1
474	Marygrove Services , Inc.	Marygrove, Services, Inc	Florissant	MO	1	N/A	Out/State
205	Maryville Academy-Res. Only	Maryville Academy	Des Plaines	IL	1	Cook	1
423	Retarded	Retarded	Chicago	IL	21	Cook	1
39	Menninger Clinic Children's Dept.	Menninger Clinic	Topeka	KS	6	N/A	Out/State
408	Montanari Residential Treatment	Montanari Residential Treatment	Hialeah	FL	1	N/A	Out/State
419	New Horizon Cntr. for the Dev. Disabled	New Horizon Center for Dev. Disabled	Chicago	IL	48	Cook	1
86	Nexus, Inc.	Nexus, Inc.	Minnetonka	MN	2	N/A	Out/State
527	Norris School District	Norris School District	Mukwonago	WI	1	N/A	Out/State
481	North Cntr. for Handicapped Children	North Center for the Handicapped	Chicago	IL	10	Cook	1
244	North Center for Handicapped Children	North Center for the Handicapped	Chicago	IL	35	Cook	1
565	Northwestern Mem. Hospital H.S.	Northwestern Mem. Hospital	Chicago	IL	1	Cook	1
565	Oak Therapeutic School Inc.	Oak Therapeutic School, Inc.	Chicago	IL	105	Cook	1
219	Oconomowoc Dev. Cntr.-Spec. Therapy	Oconomowoc Developmental Center	Oconomowoc	WI	26	N/A	Out/State
538	Park Lawn School & Activity Center	Park Law Association	Oak Lawn	IL	29	Cook	1
539	Park Ridge Youth Campus-Res. Only	Park Ridge Youth Campus	Park Ridge	Il	14	Cook	1
516	Directions in Learning	Partners in Psychiatry	Glenview	IL	28	Cook	1
32	Pathways School & Treatment Center	Pathways School & Treatment Center	Chicago	IL	28	Cook	1
188	Odessa Preparatory Academy	Potential School for Exc. Children, Inc.	Chicago	IL	17	Cook	1
68	Kemmerer Village Ed/Res.	Presbyterian Church	Assumption	IL	6	Christian	3
416	Pritzker-Grinker School	Pritzker-Grinker School	Chicago	IL	21	Cook	1
520	Promise Cntr. for Dev. Delayed	Promise Center for Dev. Delayed	East St. Louis	IL	31	St. Clair	4
523	Rawhide, Inc.	Rawhide, Inc.	New London	WI	3	N/A	Out/State
454	Ray Graham Bonaparte Program	Ray Graham Association	Burr Rudge	IL	19	Cook	1
263	Bonaparte Program Fr. Res. Pl.	Ray Graham Association	Burr Rudge	IL	8	Cook	1
592	High Plaines Youth Center	Rebound Colorado	Brush	CO	2	N/A	Out/State
73	Mill	Responsible Peer Program, Inc.	Rockford	IL	9	Winnebago	2
504	Mill School Ed. & Res.	Responsible Peer Program, Inc.	Rockford	IL	14	Winnebago	2
29	Rimland Services for Autistic Children	Rimland Services for Autistic Children	Evanston	IL	17	Cook	1
100	St. Francis School for Excep. Children	Rockford Diocesse	Freeport	IL	39	Winnebago	2
461	Rush Day School	Ruth Presbyterian Medical Center	Chicago	IL	19	Cook	1
160	Children	Sacred Heart of Jesus Church	Chicago	IL	28	Cook	1
161	Search School-TMH Program	Search Developmental Center	Chicago	IL	14	Cook	1
64	Search School-BD Program	Search Developmental Cente	Chicago	IL	23	Cook	1
203	Secret Harbor	Secret Harbor School	Anacortes	WA	13	N/A	Out/State

130	Sertoma Career Center	Sertoma Career Center	Alsip	IL	8	Cook	1
468	Shore School	Shore Community Services	Evanston	IL	28	Cook	1
701	Shore School Fr. Res. Pl.	Shore Community Services	Evanston	Il	1	Cook	1
703	Maryhurst School	Sisters of Good Shepherd	Louisville	KY	2	N/A	Out/State
706	Lt. Joseph P. Kennedy School	Sisters of St. Francis	Palos Hills	IL	50	Cook	1
710	Lt. Joseph P. Kennedy School Voc. Ed	Sisters of St. Francis	Palos Park	IL	1	Cook	1
729	Lt. Joseph P. Kennedy School-Day	Sisters of St. Franciss	Palos Hills	IL	71	Cook	1
956	Barker School & Group Home	Sisters of St. Joseph T.O.S.F	Bartlett	IL	3	Cook	1
953	Bartlett Learning Cntr.-Res. Program	Sisters of St. Joseph T.O.S.F.	Bartlett	IL	7	Cook	1
735	Bartlett Learning Center-Day	Sisters of St. Josepoh	Bartlett	IL	106	Cook	1
733	South Central Adolescent Chn. Program	South Central Community	Chicago	IL	44	Cook	1
734	South Central Far South Campus	South Central Community	Chicago	IL	59	Cook	1
760	South Central Adolescent Chn. Annex	South Central Community	Chicago	IL	16	Cook	1
758	South Central South Shore Campus	South Central Community	Chicago	IL	55	Cook	1
753	Retarded Children	Retarded Chidlren	Chicago	IL	2	Cook	1
756	South Suburban School for Spec. Ed	South Suburban School for Spec. Ed.	Harvey	IL	8	Cook	1
746	Southern Jr. High School	Southern Jr. High School	Chicago	IL	24	Cook	1
767	Southern High School	Southern School	Chicago	Il	36	Cook	1
965	Southern School-Greenrose Elementary	Southern Schools	Chicago	Il	33	Cook	1
620	Mamie O. Stookey School	Special Children, Inc.	Belleville	IL	64	St. Clair	4
751	Aurora Education Cntr-Ext Day	Special Education Services	Aurora	IL	1	DuPage	1
601	Aurora Education Center	Special Education Services	Aurora	IL	96	DuPage	1
630	Hillside Academy	Special Education Services	Hillside	IL	193	Cook	1
650	Lockport Education Center	Special Education Services	Lockport	IL	111	Will	1
916	Special School Dist-St. Louis County	Special School District-St. Louis Co	Town & Country	MO	1	N/A	Out/State
917	Catholic childrens Home Day Program	Springfield Diocese	Alton	IL	78	Madison	4
918	Sunburst Youth Homes	ssSunbursts Inc. of Wisconsin	Neillsville	WI	1	N/A	Out/State
762	St. Aemilian	St. Aemilian/Lakeside	Milwaukee	WI	3	N/A	Out/State
980	St. Coletta School-Reg. Program	St. Coletta School	Jefferson	WI	25	N/A	Out/State
647	St. Coletta School-Spec. Therapy	St. Coletta School	Jefferson	WI	11	N/A	Out/State
828	Solace Place Res/Ed	St. Joseph's Carondelet	Chicago	IL	4	Cook	1
776	St. Joseph's Carondelet-Day Program	St. Joseph's Carondelet Child Center	Chicago	IL	62	Cook	1
775	St. Joseph's Carondelet-Chld. Cntr.	St. Josephs Carondelet	Chicago	IL	9	Cook	1
950	St. Rose Residence, Inc.	St. Rose Residence	Milwaukee	WI	7	N/A	Out/State
777	Step, Inc.	Step, Inc.	Chicago	IL	59	Cook	1
788	Sullivan House School	Sullivan House School	Chicago	IL	7	Cook	1
800	Summit School, Inc.	Summit School, Inc.	Dundee	IL	95	Kane	2

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844	Victory Hall Boys Home of McLean	The Children Foundation	Bloomington	IL	2	McLean	3
845	Morgan Washington Group Home	The Children's Foundation	Bloomington	IL	1	McLean	3
805	Scott Center School	The Children's Founddation	Bloomington	IL	23	McLean	3
814	Hope School-Gray Group Home	The Hope School	Springfield	IL	1	Sangamon	3
896	Hope School	The Hope School	Springfield	IL	40	Sangamon	3
858	Lord's Ranch	The Lord's Ranch Foundation	Warm Springs	AR	16	N/A	Out/State
819	Thresholds School	Thresholds	Chicago	IL	13	Cook	1
820	Thresholds School/Mary Hill	Thresholds	Chicago	IL	3	Cook	1
816	Thresholds School/James	Thresholds	Chicago	IL	3	Cook	1
812	Trinity School	Trinity Services, Inc.	Joliet	IL	32	Will	1
810	Arthur Rubloff School-UCP	United Cerebral Palsy	Chicago	IL	94	Cook	1
813	United Cerebral Palsy-Will	Inc.	Joliet	IL	60	Will	1
821	Sonia Shankman Orthogenic School	University of Chicago	Chicago	IL	17	Cook	1
823	Victor C. Neumann School	Victor C. Nauman Association	Chicago	IL	44	Cook	1
824	Warren Achievement School	Warren Achievement Center, Inc.	Monmouth	IL	24	Warren	3
825	Warren Achievement Sch. Fr. Res. Pl.	Warren Achievement Center, Inc.	Monmouth	IL	6	Warren	3
838	Austin Special School	Aid	Chicago	IL	22	Cook	1
970	Wheeler's Home Farm School	Wheelers Home Farm School	Rankin	IL	1	Vermillion	3
835	Willowglen East	Willowglen Academy	Milwaukee	WI	13	N/A	Out/State
847	Willowglen Prevoc. Prog.-Day Only	Willowglen Academy	Milwaukee	WI	1	N/A	Out/State
827	Willowglen Riverwood	Willowglen Academy	Waldo	WI	2	N/A	Out/State
861	Willowglen Central	Willowglen Academy	Milwaukee	WI	48	N/A	Out/State
850	Willowglen Academy North-Res.	Willowglen Academy	Milwaukee	WI	20	N/A	Out/State
715	William M. Bedell ARC	Wm. M. Bedell Achiev. & Res. Cntr.	Wood River	IL	72	Madison	4

APPENDIX C

SPECIAL ED POPULATION DISTRIBUTION BY SERVICE UNIT AND 94-142 DISCRETIONARY REGION

94-142 DISCRETIONARY REGION A:

SERV UNIT	SERV UNIT GROUP	NAME	TOTAL ADA 1990-91	TOTAL SPEC ED 1990-91	SPEC ED AS % OF ADA	TARGET POPULAT 1990-91	TARGET AS % OF SPEC ED	TARGET AS % OF ADA	EAV PER PUPIL
A01AA	4	NORTHWEST S E DIST	11690	1991	17.0%	81	4.1%	0.69%	$48,500
A02AA	4	WINNEBAGO CO SE COOP	6663	911	13.7%	70	7.7%	1.05%	$45,200
A03AA	5	ROCKFORD SCH DIST	23838	3599	15.1%	149	4.1%	0.63%	$59,492
A04AA	5	HARLEM UNIT DIST 122	5217	783	15.0%	44	5.6%	0.84%	$49,249
A05AA	4	BOONE CO SE COOP	4899	669	13.7%	40	6.0%	0.82%	$53,500
A06AA	4	OGLE COUNTY ED COOP	8310	1182	14.2%	41	3.5%	0.49%	$114,000
A07AA	4	DEKALB CO S E ASSOC	11266	1834	16.3%	59	3.2%	0.52%	$60,300
A08AA	4	BI-COUNTY S E COOP	11834	1575	13.3%	83	5.3%	0.70%	$49,400
A09AA	4	LEE COUNTY S E ASSOC	5027	924	18.4%	28	3.0%	0.56%	$52,300
A10AA	3	DUNDEE CUSD 300	10061	1429	14.2%	54	3.8%	0.54%	$63,342
A11AA	3	ELGIN UNIT DIST 46	24725	3153	12.8%	162	5.1%	0.66%	$54,662
A12AA	2	MID-VALLEY S E COOP	15989	2262	14.1%	122	5.4%	0.76%	$85,500
A13AA	3	AURORA WEST UNIT DIS	7586	996	13.1%	49	4.9%	0.65%	$61,880
A14AA	3	AURORA EAST UNIT DIS	7737	1277	16.5%	63	4.9%	0.81%	$38,363
		REGION A SUBTOTAL	154842	22585	14.6%	1045	4.6%	0.67%	$66,693

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94-142 DISCRETIONARY REGION B:

B1515	2	SE DIST OF MCHENRY	27393	4451	16.2%	144	3.2%	0.53%	$68,000
B1616	2	SE DIST OF LAKE CO	58803	9203	15.7%	351	3.8%	0.60%	$91,200
B1717	3	WAUKEGAN CUSD 60	10449	1497	14.3%	83	5.5%	0.79%	$53,155
		REGION B SUBTOTAL	96645	15151	15.7%	578	3.8%	0.60%	$80,511

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94-142 DISCRETIONARY REGION C:

C1818	2	NW SUBURBAN S E ORG	61077	8647	14.2%	357	4.1%	0.58%	$127,000
C1919	2	NO SUBURBAN S E DIST	30019	5114	17.0%	138	2.7%	0.46%	$189,000
C20CC	2	MAINE TWP SE PROGRAM	13758	2153	15.6%	62	2.9%	0.45%	$158,000
C21CC	2	NILES TWP DEPT OF SE	9584	1629	17.0%	68	4.2%	0.71%	$198,000
C22CC	3	EVANSTON SCH DIST 65	6068	1020	16.8%	54	5.3%	0.89%	$109,000
C23CC	3	EVANSTON TWP HS 202	2542	368	14.5%	17	4.6%	0.67%	$109,000
		REGION C SUBTOTAL	123048	18931	15.4%	696	3.7%	0.57%	$149,862

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94-142 DISCRETIONARY REGION D:

SERV UNIT	SERV UNIT GROUP	NAME	TOTAL ADA 1990-91	TOTAL SPEC ED 1990-91	SPEC ED AS % OF ADA	TARGET POPULAT 1990-91	TARGET AS % OF SPEC ED	TARGET AS % OF ADA	EAV PER PUPIL
D2424	2	SASED	44261	5579	12.6%	276	4.9%	0.62%	$104,000
D2525	2	EAST DUPAGE S E JA	14872	2151	14.5%	63	2.9%	0.42%	$136,000
D2626	2	COOP ASSOC FOR S E	21170	2950	13.9%	116	3.9%	0.55%	$85,700
D2727	2	LEYDEN AREA S E COOP	10985	1781	16.2%	67	3.8%	0.61%	$170,000
D2828	2	PROVISO AREA EXCEP	13641	2720	19.9%	126	4.6%	0.92%	$83,300
D2929	2	FED OF DIST FOR S E	17703	2650	15.0%	126	4.8%	0.71%	$84,300
D3030	2	LAGRANGE AREA D S E	19633	2915	14.8%	130	4.5%	0.66%	$144,000
D3131	2	A E R O SPEC ED COOP	15997	2972	18.6%	136	4.6%	0.85%	$85,600
D9090	3	OAK PARK EL DIST 97	4460	657	14.7%	47	7.2%	1.05%	$64,100
D9494	3	NAPERVILLE CUSD 203	14815	1288	8.7%	71	5.5%	0.48%	$104,022
D9595	3	INDIAN PRAIRIE CUSD	6890	757	11.0%	25	3.3%	0.36%	$99,522
		REGION D SUBTOTAL	184427	26420	14.3%	1183	4.5%	0.64%	$106,521

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94-142 DISCRETIONARY REGION E:

SERV UNIT	SERV UNIT GROUP	NAME	TOTAL ADA 1990-91	TOTAL SPEC ED 1990-91	SPEC ED AS % OF ADA	TARGET POPULAT 1990-91	TARGET AS % OF SPEC ED	TARGET AS % OF ADA	EAV PER PUPIL
E3232	2	EISENHOWER COOPERATE	15222	2633	17.3%	120	4.6%	0.79%	$68,800
E3333	2	EXC CHILD HAVE OPPOR	25290	3881	15.3%	266	6.9%	1.05%	$53,600
E3434	2	S W COOK CO S E COOP	29750	4823	16.2%	262	5.4%	0.88%	$67,000
E3535	2	S E COOP S COOK CO	30600	5041	16.5%	298	5.9%	0.97%	$49,500
		REGION E SUBTOTAL	100862	16378	16.2%	946	5.8%	0.94%	$58,603

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94-142 DISCRETIONARY REGION F:

SERV UNIT	SERV UNIT GROUP	NAME	TOTAL ADA 1990-91	TOTAL SPEC ED 1990-91	SPEC ED AS % OF ADA	TARGET POPULAT 1990-91	TARGET AS % OF SPEC ED	TARGET AS % OF ADA	EAV PER PUPIL
F3636	4	BLACK HAWK AREA S E	27199	3689	13.6%	206	5.6%	0.76%	$44,400
F3737	4	HENRY-STARK CO SE D	7734	1167	15.1%	46	3.9%	0.59%	$42,500
F38FF	4	BMP TRI-CO SE COOP	7607	1155	15.2%	35	3.0%	0.46%	$46,500
F39FF	4	KNOX-WARREN S E DIST	10859	1297	11.9%	100	7.7%	0.92%	$47,300
F40FF	4	SE ASSN OF PEORIA CO	12095	1699	14.0%	74	4.4%	0.61%	$50,500
F41FF	5	PEORIA SCH DIST 150	15559	3287	21.1%	235	7.1%	1.51%	$45,980
F42FF	4	WOODFORD CO S E ASSN	4793	662	13.8%	21	3.2%	0.44%	$38,500
F43FF	4	LIVINGSTON CO SP SER	6278	1104	17.6%	43	3.9%	0.68%	$52,500
F4444	4	WEST CEN ILL SE COOP	16259	2648	16.3%	110	4.2%	0.68%	$43,400
F45FF	4	TAZEWELL-MASON S E	22193	3400	15.3%	168	4.9%	0.76%	$44,600
F46FF	4	MACKINAW VALLEY SEA	8000	1112	13.9%	52	4.7%	0.65%	$68,600
F47FF	4	TRI-COUNTY S E ASSOC	12476	2020	16.2%	78	3.9%	0.63%	$126,000
F48KK	4	SE ASSOC OF ADAMS CO	8984	1464	16.3%	82	5.6%	0.91%	$47,500
F49KK	4	FOUR RIVERS S E DIST	14881	2635	17.7%	97	3.7%	0.65%	$45,500
F50KK	4	SANGAMON AREA SE DST	14578	2219	15.2%	58	2.6%	0.40%	$46,000
F51KK	5	SPRINGFIELD SCH DIST	14297	3115	21.8%	153	4.9%	1.07%	$65,286
F88FF	5	BLOOMINGTON SCH DIST	4906	749	15.3%	47	6.3%	0.96%	$88,925

BEST COPY AVAILABLE

SERV UNIT	SERV UNIT GROUP	NAME	TOTAL ADA 1990-91	TOTAL SPEC ED 1990-91	SPEC ED AS % OF ADA	TARGET POPULAT 1990-91	TARGET AS % OF SPEC ED	TARGET AS % OF ADA	EAV PER PUPIL
		REGION F SUBTOTAL	208698	33422	16.0%	1605	4.8%	0.77%	$53,687

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94-142 DISCRETIONARY REGION G:

G5252	4	KENDALL CO S E COOP	6876	935	13.6%	39	4.2%	0.57%	$63,200
G5353	2	LINCOLNWAY S E J A	9185	1447	15.8%	54	3.7%	0.59%	$50,700
G5454	2	LOCKPORT AREA S E	10093	1263	12.5%	48	3.8%	0.48%	$71,800
G5555	2	S WILL CO S E COOP	8291	1208	14.6%	50	4.1%	0.60%	$256,000
G5656	3	VALLEY VIEW CUSD 365	10632	1581	14.9%	82	5.2%	0.77%	$41,120
G5757	3	JOLIET SCH DIST 86	7591	1360	17.9%	59	4.3%	0.78%	$39,900
G5858	3	JOLIET HS DIST 204	3854	731	19.0%	60	8.2%	1.56%	$76,000
G5959	4	LASALLE CO ALLIANCE	16141	2933	18.2%	134	4.6%	0.83%	$63,200
G6060	4	GRUNDY CO S E COOP	6100	791	13.0%	49	6.2%	0.80%	$113,000
G6161	4	KANKAKEE AR S E COOP	11867	1645	13.9%	79	4.8%	0.67%	$39,700
G6262	5	KANKAKEE SCH DIS 111	5018	852	17.0%	50	5.9%	1.00%	$33,320
		REGION G SUBTOTAL	95648	14746	15.4%	704	4.8%	0.74%	$74,525

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94-142 DISCRETIONARY REGION H:

H7070	4	MID-STATE SE JNT AGR	16946	2772	16.4%	105	3.8%	0.62%	$41,800
H7171	4	REGION III S E DIST	14744	2126	14.4%	90	4.2%	0.61%	$43,300
H7272	5	ALTON CUSD 11	6577	1097	16.7%	58	5.3%	0.88%	$53,947
H7373	4	MADISON CO SEJA REGI	8691	1408	16.2%	112	8.0%	1.29%	$50,400
H7474	4	MADISON CO REG II SE	9913	1357	13.7%	52	3.8%	0.52%	$49,100
H7575	5	COLLINSVILLE CUSD 10	5172	778	15.0%	39	5.0%	0.75%	$51,942
H7676	5	E ST LOUIS AREA J A	13821	1601	11.6%	202	12.6%	1.46%	$9,180
H7777	4	BELLEVILLE AREA S E	23253	3670	15.8%	150	4.1%	0.65%	$48,900
H7878	4	CAHOKIA AREA J A S E	5051	815	16.1%	61	7.5%	1.21%	$29,300
H7979	4	PERANDOE S E DIST	7849	1112	14.2%	25	2.2%	0.32%	$52,600
		REGION H SUBTOTAL	112017	16736	14.9%	894	5.3%	0.80%	$42,134

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94-142 DISCRETIONARY REGION I:

I8080	4	KASKASKIA S E DIST	14275	2093	14.7%	126	6.0%	0.88%	$35,100
I8181	4	SO EASTERN S E PROGR	12659	1928	15.2%	78	4.0%	0.62%	$45,600
I8282	4	FRANK-JEFF CO SE DST	12480	2192	17.6%	67	3.1%	0.54%	$28,500
I8383	4	TRI-COUNTY SE JT AGR	13230	2131	16.1%	121	5.7%	0.91%	$36,600

SERV UNIT	SERV UNIT GROUP	NAME	TOTAL ADA 1990-91	TOTAL SPEC ED 1990-91	SPEC ED AS % OF ADA	TARGET POPULAT 1990-91	TARGET AS % OF SPEC ED	TARGET AS % OF ADA	EAV PER PUPIL
I8484	4	WABASH-OHIO VAL SED	16803	2736	16.3%	102	3.7%	0.61%	$33,500
I8585	4	WILLIAMSON CO SE DST	8051	1281	15.9%	53	4.1%	0.66%	$37,900
I8686	4	JAMP SPEC ED SERVICE	7073	1313	18.6%	55	4.2%	0.78%	$27,900
		REGION I SUBTOTAL	84571	13674	16.2%	602	4.4%	0.71%	$35,279

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94-142 DISCRETIONARY REGION J:

SERV UNIT	SERV UNIT GROUP	NAME	TOTAL ADA 1990-91	TOTAL SPEC ED 1990-91	SPEC ED AS % OF ADA	TARGET POPULAT 1990-91	TARGET AS % OF SPEC ED	TARGET AS % OF ADA	EAV PER PUPIL
J8787	1	CHICAGO SCH DIST 299	343835	42200	12.3%	3912	9.3%	1.14%	$70,216
		REGION J SUBTOTAL	343835	42200	12.3%	3912	9.3%	1.14%	$70,216

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94-142 DISCRETIONARY REGION K:

SERV UNIT	SERV UNIT GROUP	NAME	TOTAL ADA 1990-91	TOTAL SPEC ED 1990-91	SPEC ED AS % OF ADA	TARGET POPULAT 1990-91	TARGET AS % OF SPEC ED	TARGET AS % OF ADA	EAV PER PUPIL
K63LL	4	FORD-IROQUOIS S E A	6128	1034	16.9%	35	3.4%	0.57%	$54,400
K64LL	4	RURAL CHAMP CO SE	8907	1289	14.5%	35	2.7%	0.39%	$48,300
K65LL	5	CHAMPAIGN CUSD 4	7896	1368	17.3%	55	4.0%	0.70%	$81,969
K66LL	5	URBANA SCH DIST 116	4573	857	18.7%	31	3.6%	0.68%	$60,789
K67LL	4	VERMILION ASSN S E	14278	2555	17.9%	93	3.6%	0.65%	$38,600
K68LL	4	MACON-PIATT SE JT AG	21483	2939	13.7%	167	5.7%	0.78%	$56,200
K6969	4	EASTERN ILL AREA S E	28207	5019	17.8%	178	3.5%	0.63%	$45,200
		REGION K SUBTOTAL	91472	15061	16.5%	594	3.9%	0.65%	$51,625

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SERV UNIT	SERV UNIT GROUP	NAME	TOTAL ADA 1990-91	TOTAL SPEC ED 1990-91	SPEC ED AS % OF ADA	TARGET POPULAT 1990-91	TARGET AS % OF SPEC ED	TARGET AS % OF ADA	EAV PER PUPIL
		STATE TOTAL	1596065	235304	14.7%	12759	5.4%	0.80%	$72,729
		TOTAL EXCL. CHICAGO	1252230	193104	15.4%	8847	4.6%	0.71%	$73,419

Notes: Service Unit Groups: 1 = Chicago District 299; 2 = Suburban Coops;
3 = Suburban Single District Units; 4 = Downstate Coops; 5 = Downstate Single District Units

Target Population includes special education students, ages 6 through 21, with TMH, PH/C, D-B, OHI or S/PMH as primary exceptional characteristic.

APPENDIX D

PLACEMENT OF TARGET POPULATION STUDENTS BY SERVICE UNIT AND GROUP

SERV UNIT	TARGET POPULATI AGE 6-21	REGULAR ED W/SUPPORTS		OVER 50% REGULAR ED		UNDER 50% REGULAR ED		SELF-CONT'D CLASSROOM		SEGREGATED PUBLIC SCH		PRIVATE FACILITY		HOME/HOSP AND OTHER		REGULAR ED PARTICIPAT INDEX
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
SERVICE UNIT GROUP 1:																
J8787	3912	21	0.5%	59	1.5%	438	11.2%	875	22.4%	981	25.1%	1309	33.5%	229	5.9%	7.5%
GRP 1	3912	21	0.5%	59	1.5%	438	11.2%	875	22.4%	981	25.1%	1309	33.5%	229	5.9%	7.5%
SERVICE UNIT GROUP 2:																
D2626	116	18	15.5%	10	8.6%	26	22.4%	39	33.6%	4	3.4%	19	16.4%	0	0.0%	32.1%
D2424	276	16	5.8%	7	2.5%	132	47.8%	79	28.6%	15	5.4%	19	6.9%	8	2.9%	26.3%
D3030	130	0	0.0%	6	4.6%	82	63.1%	29	22.3%	0	0.0%	11	8.5%	2	1.5%	26.3%
C1919	138	12	8.7%	4	2.9%	34	24.6%	10	7.2%	61	44.2%	16	11.6%	1	0.7%	19.6%
E3232	120	8	6.7%	10	8.3%	7	5.8%	56	46.7%	19	15.8%	19	15.8%	1	0.8%	18.8%
C1818	357	28	7.8%	19	5.3%	65	18.2%	22	6.2%	166	46.5%	46	12.9%	11	3.1%	18.1%
C20CC	62	0	0.0%	2	3.2%	26	41.9%	1	1.6%	19	30.6%	13	21.0%	1	1.6%	16.3%
E3535	298	11	3.7%	11	3.7%	64	21.5%	82	27.5%	94	31.5%	26	8.7%	10	3.4%	16.1%
D3131	136	13	9.6%	1	0.7%	2	1.5%	76	55.9%	26	19.1%	8	5.9%	10	7.4%	16.1%
D2525	63	5	7.9%	1	1.6%	3	4.8%	34	54.0%	12	19.0%	7	11.1%	1	1.6%	16.0%
G5454	48	1	2.1%	4	8.3%	6	12.5%	18	37.5%	2	4.2%	16	33.3%	1	2.1%	15.6%
D2929	126	7	5.6%	1	0.8%	4	3.2%	95	75.4%	1	0.8%	16	12.7%	2	1.6%	14.7%
E3434	262	12	4.6%	7	2.7%	37	14.1%	77	29.4%	59	22.5%	32	12.2%	38	14.5%	14.0%
B1515	144	15	10.4%	1	0.7%	0	0.0%	43	29.9%	56	38.9%	15	10.4%	14	9.7%	13.9%
E3333	266	1	0.4%	9	3.4%	85	32.0%	11	4.1%	137	51.5%	15	5.6%	8	3.0%	13.7%
B1616	351	8	2.3%	12	3.4%	29	8.3%	142	40.5%	129	36.8%	31	8.8%	0	0.0%	11.4%
G5555	50	0	0.0%	3	6.0%	6	12.0%	14	28.0%	13	26.0%	14	28.0%	0	0.0%	10.8%
G5353	54	3	5.6%	2	3.7%	2	3.7%	6	11.1%	24	44.4%	10	18.5%	7	13.0%	10.4%
C21CC	68	4	5.9%	2	2.9%	3	4.4%	2	2.9%	40	58.8%	9	13.2%	8	11.8%	9.6%
D2727	67	0	0.0%	1	1.5%	7	10.4%	6	9.0%	49	73.1%	4	6.0%	0	0.0%	5.4%
D2828	126	1	0.8%	1	0.8%	9	7.1%	20	15.9%	87	69.0%	8	6.3%	0	0.0%	5.3%
A12AA	122	2	1.6%	2	1.6%	1	0.8%	18	14.8%	26	21.3%	10	8.2%	63	51.6%	4.5%
GRP 2	3380	165	4.9%	116	3.4%	630	18.6%	880	26.0%	1039	30.7%	364	10.8%	186	5.5%	16.0%
SERVICE UNIT GROUP 3:																
D9090	47	0	0.0%	9	19.1%	26	55.3%	6	12.8%	0	0.0%	2	4.3%	4	8.5%	32.5%
C22CC	54	5	9.3%	4	7.4%	1	1.9%	1	1.9%	39	72.2%	3	5.6%	1	1.9%	15.0%
D9494	71	1	1.4%	0	0.0%	11	15.5%	47	66.2%	0	0.0%	11	15.5%	1	1.4%	13.2%
D9595	25	0	0.0%	0	0.0%	5	20.0%	16	64.0%	0	0.0%	3	12.0%	1	4.0%	13.1%
A14AA	63	6	9.5%	0	0.0%	0	0.0%	12	19.0%	38	60.3%	6	9.5%	1	1.6%	11.4%
G5757	59	1	1.7%	1	1.7%	7	11.9%	25	42.4%	4	6.8%	21	35.6%	0	0.0%	11.0%
G5858	60	1	1.7%	1	1.7%	0	0.0%	46	76.7%	2	3.3%	10	16.7%	0	0.0%	10.4%
G5656	82	0	0.0%	2	2.4%	11	13.4%	35	42.7%	1	1.2%	13	15.9%	20	24.4%	10.4%

SERV UNIT	TARGET POPULATI AGE 6-21	REGULAR ED W/SUPPORTS		OVER 50% REGULAR ED		UNDER 50% REGULAR ED		SELF-CONT'D CLASSROOM		SEGREGATED PUBLIC SCH		PRIVATE FACILITY		HOME/HOSP AND OTHER		REGULAR ED PARTICIPAT INDEX
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
A10AA	54	0	0.0%	0	0.0%	2	3.7%	34	63.0%	8	14.8%	10	18.5%	0	0.0%	7.5%
B1717	83	0	0.0%	0	0.0%	5	6.0%	35	42.2%	36	43.4%	7	8.4%	0	0.0%	6.2%
A11AA	162	0	0.0%	1	0.6%	14	8.6%	31	19.1%	95	58.6%	21	13.0%	0	0.0%	5.2%
A13AA	49	0	0.0%	0	0.0%	0	0.0%	8	16.3%	33	67.3%	7	14.3%	1	2.0%	1.6%
C23CC	17	0	0.0%	0	0.0%	0	0.0%	1	5.9%	2	11.8%	4	23.5%	10	58.8%	0.6%
GRP 3	826	14	1.7%	18	2.2%	82	9.9%	297	36.0%	258	31.2%	118	14.3%	39	4.7%	10.1%

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SERVICE UNIT GROUP 4:

I8585	53	10	18.9%	1	1.9%	21	39.6%	21	39.6%	0	0.0%	0	0.0%	0	0.0%	37.3%
K64LL	35	1	2.9%	5	14.3%	21	60.0%	6	17.1%	1	2.9%	1	2.9%	0	0.0%	34.1%
I8282	67	9	13.4%	3	4.5%	21	31.3%	33	49.3%	1	1.5%	0	0.0%	0	0.0%	31.8%
A07AA	59	6	10.2%	2	3.4%	26	44.1%	14	23.7%	6	10.2%	3	5.1%	2	3.4%	29.5%
F42FF	21	4	19.0%	1	4.8%	0	0.0%	14	66.7%	1	4.8%	1	4.8%	0	0.0%	28.9%
F50KK	58	1	1.7%	2	3.4%	43	74.1%	0	0.0%	5	8.6%	6	10.3%	1	1.7%	28.7%
I8181	78	9	11.5%	6	7.7%	1	1.3%	61	78.2%	0	0.0%	1	1.3%	0	0.0%	24.9%
F43FF	43	4	9.3%	2	4.7%	8	18.6%	27	62.8%	0	0.0%	2	4.7%	0	0.0%	24.9%
I8383	121	10	8.3%	0	0.0%	56	46.3%	11	9.1%	23	19.0%	0	0.0%	21	17.4%	24.6%
F3737	46	0	0.0%	0	0.0%	33	71.7%	1	2.2%	0	0.0%	4	8.7%	8	17.4%	24.1%
K67LL	93	10	10.8%	11	11.8%	5	5.4%	21	22.6%	40	43.0%	5	5.4%	1	1.1%	22.7%
A01AA	81	6	7.4%	9	11.1%	4	4.9%	48	59.3%	1	1.2%	8	9.9%	5	6.2%	22.4%
A05AA	40	2	5.0%	10	25.0%	0	0.0%	2	5.0%	24	60.0%	2	5.0%	0	0.0%	22.2%
F4444	110	17	15.5%	2	1.8%	11	10.0%	19	17.3%	43	39.1%	15	13.6%	3	2.7%	21.7%
G5959	134	0	0.0%	28	20.9%	16	11.9%	43	32.1%	2	1.5%	28	20.9%	17	12.7%	21.1%
H7979	25	4	16.0%	0	0.0%	0	0.0%	12	48.0%	0	0.0%	3	12.0%	6	24.0%	20.8%
I8686	55	6	10.9%	1	1.8%	7	12.7%	18	32.7%	21	38.2%	0	0.0%	2	3.6%	19.6%
H7070	105	4	3.8%	1	1.0%	29	27.6%	62	59.0%	1	1.0%	8	7.6%	0	0.0%	19.6%
G6161	79	8	10.1%	2	2.5%	15	19.0%	11	13.9%	41	51.9%	1	1.3%	1	1.3%	19.5%
A08AA	83	5	6.0%	4	4.8%	5	6.0%	60	72.3%	1	1.2%	8	9.6%	0	0.0%	18.5%
G6060	49	3	6.1%	5	10.2%	1	2.0%	23	46.9%	1	2.0%	9	18.4%	7	14.3%	18.3%
I8484	102	7	6.9%	9	8.8%	9	8.8%	1	1.0%	60	58.8%	1	1.0%	15	14.7%	15.8%
K6969	178	12	6.7%	15	8.4%	8	4.5%	13	7.3%	125	70.2%	5	2.8%	0	0.0%	14.6%
K68LL	167	3	1.8%	14	8.4%	14	8.4%	72	43.1%	50	29.9%	14	8.4%	0	0.0%	14.5%
F46FF	52	2	3.8%	0	0.0%	4	7.7%	41	78.8%	5	9.6%	0	0.0%	0	0.0%	14.3%
A02AA	70	7	10.0%	0	0.0%	1	1.4%	26	37.1%	13	18.6%	2	2.9%	21	30.0%	14.2%
F48KK	82	6	7.3%	3	3.7%	2	2.4%	27	32.9%	0	0.0%	10	12.2%	34	41.5%	13.9%
H7474	52	2	3.8%	2	3.8%	7	13.5%	15	28.8%	4	7.7%	14	26.9%	8	15.4%	13.8%
F38FF	35	1	2.9%	0	0.0%	7	20.0%	15	42.9%	6	17.1%	6	17.1%	0	0.0%	13.8%
H7373	112	0	0.0%	8	7.1%	15	13.4%	49	43.8%	6	5.4%	15	13.4%	19	17.0%	13.6%
F45FF	168	0	0.0%	9	5.4%	42	25.0%	27	16.1%	85	50.6%	5	3.0%	0	0.0%	13.5%
F47FF	78	3	3.8%	6	7.7%	4	5.1%	22	28.2%	40	51.3%	2	2.6%	1	1.3%	13.5%
F39FF	100	5	5.0%	1	1.0%	2	2.0%	68	68.0%	4	4.0%	20	20.0%	0	0.0%	13.1%
F40FF	74	1	1.4%	5	6.8%	4	5.4%	39	52.7%	24	32.4%	1	1.4%	0	0.0%	12.9%
A09AA	28	2	7.1%	0	0.0%	0	0.0%	16	57.1%	7	25.0%	3	10.7%	0	0.0%	12.9%
A06AA	41	1	2.4%	0	0.0%	9	22.0%	6	14.6%	16	39.0%	8	19.5%	1	2.4%	11.2%

SERV UNIT	TARGET POPULATI AGE 6-21	REGULAR ED W/SUPPORTS		OVER 50% REGULAR ED		UNDER 50% REGULAR ED		SELF-CONT'D CLASSROOM		SEGREGATED PUBLIC SCH		PRIVATE FACILITY		HOME/HOSP AND OTHER		REGULAR ED PARTICIPAT INDEX
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
K63LL	35	2	5.7%	1	2.9%	0	0.0%	11	31.4%	17	48.6%	4	11.4%	0	0.0%	10.8%
H7777	150	5	3.3%	1	0.7%	0	0.0%	103	68.7%	0	0.0%	40	26.7%	1	0.7%	10.6%
G5252	39	0	0.0%	5	12.8%	2	5.1%	1	2.6%	26	66.7%	5	12.8%	0	0.0%	10.5%
F3636	206	8	3.9%	3	1.5%	13	6.3%	71	34.5%	76	36.9%	11	5.3%	24	11.7%	10.4%
I8080	126	4	3.2%	2	1.6%	14	11.1%	31	24.6%	8	6.3%	3	2.4%	64	50.8%	10.4%
F49KK	97	5	5.2%	2	2.1%	4	4.1%	12	12.4%	43	44.3%	26	26.8%	5	5.2%	9.1%
H7171	90	3	3.3%	1	1.1%	1	1.1%	33	36.7%	4	4.4%	33	36.7%	15	16.7%	8.1%
H7878	61	1	1.6%	1	1.6%	0	0.0%	19	31.1%	18	29.5%	10	16.4%	12	19.7%	5.8%
GRP 4	3578	199	5.6%	183	5.1%	485	13.6%	1225	34.2%	849	23.7%	343	9.6%	294	8.2%	16.9%

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SERVICE UNIT GROUP 5:

SERV UNIT	TARGET POPULATI AGE 6-21	REGULAR ED W/SUPPORTS		OVER 50% REGULAR ED		UNDER 50% REGULAR ED		SELF-CONT'D CLASSROOM		SEGREGATED PUBLIC SCH		PRIVATE FACILITY		HOME/HOSP AND OTHER		REGULAR ED PARTICIPAT INDEX
K65LL	55	3	5.5%	5	9.1%	28	50.9%	18	32.7%	0	0.0%	1	1.8%	0	0.0%	31.8%
A04AA	44	7	15.9%	0	0.0%	3	6.8%	13	29.5%	10	22.7%	9	20.5%	2	4.5%	21.1%
F51KK	153	0	0.0%	20	13.1%	6	3.9%	25	16.3%	88	57.5%	5	3.3%	9	5.9%	11.7%
F88FF	47	1	2.1%	3	6.4%	0	0.0%	24	51.1%	2	4.3%	1	2.1%	16	34.0%	11.5%
F41FF	235	2	0.9%	11	4.7%	31	13.2%	40	17.0%	100	42.6%	7	3.0%	44	18.7%	10.1%
K66LL	31	0	0.0%	0	0.0%	0	0.0%	30	96.8%	1	3.2%	0	0.0%	0	0.0%	9.7%
A03AA	149	1	0.7%	11	7.4%	0	0.0%	34	22.8%	70	47.0%	12	8.1%	21	14.1%	7.9%
H7575	39	0	0.0%	1	2.6%	1	2.6%	21	53.8%	5	12.8%	11	28.2%	0	0.0%	7.9%
H7272	58	3	5.2%	0	0.0%	1	1.7%	6	10.3%	20	34.5%	13	22.4%	15	25.9%	6.8%
G6262	50	0	0.0%	0	0.0%	0	0.0%	24	48.0%	0	0.0%	4	8.0%	22	44.0%	4.8%
H7676	202	0	0.0%	2	1.0%	5	2.5%	46	22.8%	32	15.8%	72	35.6%	45	22.3%	3.8%
GRP 5	1063	17	1.6%	53	5.0%	75	7.1%	281	26.4%	328	30.9%	135	12.7%	174	16.4%	9.9%

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TOTAL	12759	416	3.3%	429	3.4%	1710	13.4%	3558	27.9%	3455	27.1%	2269	17.8%	922	7.2%	12.8%
TOTAL EXCL. CHICAGO	8847	395	4.5%	370	4.2%	1272	14.4%	2683	30.3%	2474	28.0%	960	10.9%	693	7.8%	15.1%

Note: Regular Ed Participation Index ranges from 0% to 100% and is computed by the following formula:
100 x (Regular Ed + 2/3(Over 50%) + 1/3(Under 50%) + 0.1(Self-Contained)) / Target Population

Group 1 = Chicago District 299; 2 = Suburban Coops; 3 = Suburban Single District Service Units;
4 = Balance of State Coops; 5 = Balance of State Single District Service Units

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APPENDIX E

SPECIAL ED POPULATION, PER PUPIL FUNDING, AND PLACEMENT INDICES BY EAV PER PUPIL

SERV UNIT	SERV UNIT GROUP	TOTAL ADA 1990-91	SPEC ED AS % OF ADA	TARGET AS % OF SPEC ED	TARGET AS % OF ADA	STATE/FEDERAL FUNDING PER SPECIAL ED PUPIL: UNIT	REGION	TOTAL	EAV PER PUPIL	REGULAR ED PARTICIPAT INDEX	PRIVATE FACILITY PERCENT
EAV PER PUPIL RANGE $120,000+:											
D3030	2	19633	14.8%	4.5%	0.66%	$1,907	$59	$1,966	$144,000	26.3%	8.5%
C1919	2	30019	17.0%	2.7%	0.46%	$2,035	$20	$2,055	$189,000	19.6%	11.6%
C1818	2	61077	14.2%	4.1%	0.58%	$2,416	$20	$2,436	$127,000	18.1%	12.9%
C20CC	2	13758	15.6%	2.9%	0.45%	$2,126	$160	$2,286	$158,000	16.3%	21.0%
D2525	2	14872	14.5%	2.9%	0.42%	$1,810	$59	$1,869	$136,000	16.0%	11.1%
F47FF	4	12476	16.2%	3.9%	0.63%	$1,337	$67	$1,404	$126,000	13.5%	2.6%
G5555	2	8291	14.6%	4.1%	0.60%	$1,817	$124	$1,941	$256,000	10.8%	28.0%
C21CC	2	9584	17.0%	4.2%	0.71%	$2,122	$160	$2,282	$198,000	9.6%	13.2%
D2727	2	10985	16.2%	3.8%	0.61%	$2,131	$59	$2,190	$170,000	5.4%	6.0%
RANGE $120k+		180695	15.3%	3.7%	0.56%	$2,081	$57	$2,138	$154,478	17.0%	12.0%
**											
EAV PER PUPIL RANGE $100,000+:											
D2424	2	44261	12.6%	4.9%	0.62%	$2,463	$59	$2,522	$104,000	26.3%	6.9%
G6060	4	6100	13.0%	6.2%	0.80%	$1,686	$124	$1,810	$113,000	18.3%	18.4%
C22CC	3	6068	16.8%	5.3%	0.89%	$2,746	$160	$2,906	$109,000	15.0%	5.6%
D9494	3	14815	8.7%	5.5%	0.48%	$1,686	$59	$1,745	$104,022	13.2%	15.5%
A06AA	4	8310	14.2%	3.5%	0.49%	$1,371	$107	$1,478	$114,000	11.2%	19.5%
C23CC	3	2542	14.5%	4.6%	0.67%	$2,640	$160	$2,800	$109,000	0.6%	23.5%
RANGE $100k+		82096	12.5%	5.0%	0.62%	$2,213	$83	$2,296	$106,209	20.4%	10.6%
**											
EAV PER PUPIL RANGE $ 80,000+:											
D2626	2	21170	13.9%	3.9%	0.55%	$1,798	$59	$1,857	$85,700	32.1%	16.4%
K65LL	5	7896	17.3%	4.0%	0.70%	$1,380	$50	$1,430	$81,969	31.8%	1.8%
D3131	2	15997	18.6%	4.6%	0.85%	$2,364	$59	$2,423	$85,600	16.1%	5.9%
D2929	2	17703	15.0%	4.8%	0.71%	$2,084	$59	$2,143	$84,300	14.7%	12.7%
D9595	3	6890	11.0%	3.3%	0.36%	$1,385	$59	$1,444	$99,522	13.1%	12.0%
F88FF	5	4906	15.3%	6.3%	0.96%	$1,564	$67	$1,631	$88,925	11.5%	2.1%
B1616	2	58803	15.7%	3.8%	0.60%	$1,909	$35	$1,944	$91,200	11.4%	8.8%
D2828	2	13641	19.9%	4.6%	0.92%	$2,257	$59	$2,316	$83,300	5.3%	6.3%
A12AA	2	15989	14.1%	5.4%	0.76%	$1,635	$107	$1,742	$85,500	4.5%	8.2%
RANGE $ 80k+		162995	15.7%	4.3%	0.68%	$1,926	$54	$1,980	$87,802	14.1%	8.8%
**											

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SERV UNIT	SERV UNIT GROUP	TOTAL ADA 1990-91	SPEC ED AS % OF ADA	TARGET AS % OF SPEC ED	TARGET AS % OF ADA	STATE/FEDERAL FUNDING PER SPECIAL ED PUPIL:			EAV PER PUPIL	REGULAR ED PARTICIPAT INDEX	PRIVATE FACILITY PERCENT
						UNIT	REGION	TOTAL			
EAV PER PUPIL RANGE $ 60,000+:											
D9090	3	4460	14.7%	7.2%	1.05%	$2,319	$59	$2,378	$64,100	32.5%	4.3%
A07AA	4	11266	16.3%	3.2%	0.52%	$1,632	$107	$1,739	$60,300	29.5%	5.1%
G5959	4	16141	18.2%	4.6%	0.83%	$1,550	$124	$1,674	$63,200	21.1%	20.9%
E3232	2	15222	17.3%	4.6%	0.79%	$1,819	$199	$2,018	$68,800	18.8%	15.8%
G5454	2	10093	12.5%	3.8%	0.48%	$1,629	$124	$1,753	$71,800	15.6%	33.3%
F46FF	4	8000	13.9%	4.7%	0.65%	$1,250	$67	$1,317	$68,600	14.3%	0.0%
E3434	2	29750	16.2%	5.4%	0.88%	$1,877	$199	$2,076	$67,000	14.0%	12.2%
B1515	2	27393	16.2%	3.2%	0.53%	$1,909	$35	$1,944	$68,000	13.9%	10.4%
F51KK	5	14297	21.8%	4.9%	1.07%	$1,351	$67	$1,418	$65,286	11.7%	3.3%
G5252	4	6876	13.6%	4.2%	0.57%	$1,827	$124	$1,951	$63,200	10.5%	12.8%
G5858	3	3854	19.0%	8.2%	1.56%	$2,156	$124	$2,280	$76,000	10.4%	16.7%
K66LL	5	4573	18.7%	3.6%	0.68%	$1,689	$50	$1,739	$60,789	9.7%	0.0%
A10AA	3	10061	14.2%	3.8%	0.54%	$1,793	$107	$1,900	$63,342	7.5%	18.5%
A13AA	3	7586	13.1%	4.9%	0.65%	$2,117	$107	$2,224	$61,880	1.6%	14.3%
RANGE $ 60k+		169572	16.4%	4.5%	0.74%	$1,745	$115	$1,860	$66,094	15.3%	12.1%

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SERV UNIT	SERV UNIT GROUP	TOTAL ADA 1990-91	SPEC ED AS % OF ADA	TARGET AS % OF SPEC ED	TARGET AS % OF ADA	UNIT	REGION	TOTAL	EAV PER PUPIL	REGULAR ED PARTICIPAT INDEX	PRIVATE FACILITY PERCENT
EAV PER PUPIL RANGE $ 40,000+:											
K64LL	4	8907	14.5%	2.7%	0.39%	$1,455	$50	$1,505	$48,300	34.1%	2.9%
F50KK	4	14578	15.2%	2.6%	0.40%	$1,242	$67	$1,309	$46,000	28.7%	10.3%
F43FF	4	6278	17.6%	3.9%	0.68%	$1,136	$67	$1,203	$52,500	24.9%	4.7%
I8181	4	12659	15.2%	4.0%	0.62%	$1,123	$25	$1,148	$45,600	24.9%	1.3%
F3737	4	7734	15.1%	3.9%	0.59%	$1,117	$67	$1,184	$42,500	24.1%	8.7%
A01AA	4	11690	17.0%	4.1%	0.69%	$1,288	$107	$1,395	$48,500	22.4%	9.9%
A05AA	4	4899	13.7%	6.0%	0.82%	$1,360	$107	$1,467	$53,500	22.2%	5.0%
F4444	4	16259	16.3%	4.2%	0.68%	$1,302	$67	$1,369	$43,400	21.7%	13.6%
A04AA	5	5217	15.0%	5.6%	0.84%	$1,509	$107	$1,616	$49,249	21.1%	20.5%
H7979	4	7849	14.2%	2.2%	0.32%	$1,390	$36	$1,426	$52,600	20.8%	12.0%
H7070	4	16946	16.4%	3.8%	0.62%	$1,177	$36	$1,213	$41,800	19.6%	7.6%
A08AA	4	11834	13.3%	5.3%	0.70%	$1,439	$107	$1,546	$49,400	18.5%	9.6%
E3535	2	30600	16.5%	5.9%	0.97%	$1,760	$199	$1,959	$49,500	16.1%	8.7%
K6969	4	28207	17.8%	3.5%	0.63%	$1,435	$50	$1,485	$45,200	14.6%	2.8%
K68LL	4	21483	13.7%	5.7%	0.78%	$1,503	$50	$1,553	$56,200	14.5%	8.4%
A02AA	4	6663	13.7%	7.7%	1.05%	$1,342	$107	$1,449	$45,200	14.2%	2.9%
F48KK	4	8984	16.3%	5.6%	0.91%	$1,088	$67	$1,155	$47,500	13.9%	12.2%
H7474	4	9913	13.7%	3.8%	0.52%	$1,887	$36	$1,923	$49,100	13.8%	26.9%
F38FF	4	7607	15.2%	3.0%	0.46%	$1,291	$67	$1,358	$46,500	13.8%	17.1%
E3333	2	25290	15.3%	6.9%	1.05%	$1,826	$199	$2,025	$53,600	13.7%	5.6%
H7373	4	8691	16.2%	8.0%	1.29%	$1,835	$36	$1,871	$50,400	13.6%	13.4%
F45FF	4	22193	15.3%	4.9%	0.76%	$1,564	$67	$1,631	$44,600	13.5%	3.0%
F39FF	4	10859	11.9%	7.7%	0.92%	$1,386	$67	$1,453	$47,300	13.1%	20.0%
A09AA	4	5027	18.4%	3.0%	0.56%	$1,262	$107	$1,369	$52,300	12.9%	10.7%
F40FF	4	12095	14.0%	4.4%	0.61%	$1,380	$67	$1,447	$50,500	12.9%	1.4%

SERV UNIT	SERV UNIT GROUP	TOTAL ADA 1990-91	SPEC ED AS % OF ADA	TARGET AS % OF SPEC ED	TARGET AS % OF ADA	STATE/FEDERAL FUNDING PER SPECIAL ED PUPIL:			EAV PER PUPIL	REGULAR ED PARTICIPAT INDEX	PRIVATE FACILITY PERCENT
						UNIT	REGION	TOTAL			
K63LL	4	6128	16.9%	3.4%	0.57%	$1,479	$50	$1,529	$54,400	10.8%	11.4%
H7777	4	23253	15.8%	4.1%	0.65%	$1,406	$36	$1,442	$48,900	10.6%	26.7%
G5353	2	9185	15.8%	3.7%	0.59%	$1,532	$124	$1,656	$50,700	10.4%	18.5%
F3636	4	27199	13.6%	5.6%	0.76%	$1,683	$67	$1,750	$44,400	10.4%	5.3%
G5656	3	10632	14.9%	5.2%	0.77%	$2,233	$124	$2,357	$41,120	10.4%	15.9%
F41FF	5	15559	21.1%	7.1%	1.51%	$1,964	-$206	$1,758	$45,980	10.1%	3.0%
F49KK	4	14881	17.7%	3.7%	0.65%	$1,255	$67	$1,322	$45,500	9.1%	26.8%
H7171	4	14744	14.4%	4.2%	0.61%	$1,470	$36	$1,506	$43,300	8.1%	36.7%
A03AA	5	23838	15.1%	4.1%	0.63%	$1,755	$107	$1,862	$59,492	7.9%	8.1%
H7575	5	5172	15.0%	5.0%	0.75%	$1,492	$36	$1,528	$51,942	7.9%	28.2%
H7272	5	6577	16.7%	5.3%	0.88%	$1,705	$36	$1,741	$53,947	6.8%	22.4%
B1717	3	10449	14.3%	5.5%	0.79%	$2,023	$35	$2,058	$53,155	6.2%	8.4%
A11AA	3	24725	12.8%	5.1%	0.66%	$1,923	$107	$2,030	$54,662	5.2%	13.0%
RANGE $ 40k+		514804	15.4%	4.8%	0.74%	$1,540	$70	$1,610	$48,815	13.9%	10.8%

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EAV PER PUPIL RANGE $ 20,000+:

I8585	4	8051	15.9%	4.1%	0.66%	$2,141	$25	$2,166	$37,900	37.3%	0.0%
I8282	4	12480	17.6%	3.1%	0.54%	$2,127	$25	$2,152	$28,500	31.8%	0.0%
F42FF	4	4793	13.8%	3.2%	0.44%	$1,250	$67	$1,317	$38,500	28.9%	4.8%
I8383	4	13230	16.1%	5.7%	0.91%	$1,445	$25	$1,470	$36,600	24.6%	0.0%
K67LL	4	14278	17.9%	3.6%	0.65%	$1,270	$50	$1,320	$38,600	22.7%	5.4%
I8686	4	7073	18.6%	4.2%	0.78%	$1,602	$25	$1,627	$27,900	19.6%	0.0%
G6161	4	11867	13.9%	4.8%	0.67%	$1,575	$124	$1,699	$39,700	19.5%	1.3%
I8484	4	16803	16.3%	3.7%	0.61%	$1,494	$25	$1,519	$33,500	15.8%	1.0%
A14AA	3	7737	16.5%	4.9%	0.81%	$1,975	$107	$2,082	$38,363	11.4%	9.5%
G5757	3	7591	17.9%	4.3%	0.78%	$2,133	$124	$2,257	$39,900	11.0%	35.6%
I8080	4	14275	14.7%	6.0%	0.88%	$1,170	$25	$1,195	$35,100	10.4%	2.4%
H7878	4	5051	16.1%	7.5%	1.21%	$1,325	$36	$1,361	$29,300	5.8%	16.4%
G6262	5	5018	17.0%	5.9%	1.00%	$1,540	$124	$1,664	$33,320	4.8%	8.0%
RANGE $ 20k+		128247	16.3%	4.5%	0.74%	$1,607	$53	$1,660	$35,307	18.2%	5.5%

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EAV PER PUPIL RANGE $ 0,000+:

H7676	5	13821	11.6%	12.6%	1.46%	$2,063	$36	$2,099	$9,180	3.8%	35.6%
RANGE $ 0k+		13821	11.6%	12.6%	1.46%	$2,063	$36	$2,099	$9,180	3.8%	35.6%

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SERV UNIT	SERV UNIT GROUP	TOTAL ADA 1990-91	SPEC ED AS % OF ADA	TARGET AS % OF SPEC ED	TARGET AS % OF ADA	STATE/FEDERAL FUNDING PER SPECIAL ED PUPIL:			EAV PER PUPIL	REGULAR ED PARTICIPAT INDEX	PRIVATE FACILITY PERCENT
						UNIT	REGION	TOTAL			
TOTAL EXCL. CHICAGO		1252230	15.4%	4.6%	0.71%	$1,745	$71	$1,816	$73,419	15.1%	10.9%
CHICAGO #299		343835	12.3%	9.3%	1.14%	$2,745	$50	$2,795	$70,216	7.5%	33.5%
STATE TOTAL		1596065	14.7%	5.4%	0.80%	$1,925	$67	$1,992	$72,729	12.8%	17.8%

APPENDIX F

GRANTS AND REIMBURSEMENTS TO SPECIAL ED SERVICE UNITS BY EAV PER PUPIL

SERV UNIT	PERSONNEL REIMBURSEMENT	TRANSPORTATIO REIMBURSEMENT	EXTRAORDINAR SERVICES	PRIVATE FAC TUITION	PRIVATE FAC ROOM/BOARD	PL 94-142 FLOW THROUGH	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT	PER SPEC ED PUPIL
EAV PER PUPIL RANGE $120,000+:									
C1818	$9,338,361	$6,555,460	$2,214,746	$109,677	$106,682	$1,845,654	$718,582	$20,889,165	$2,416
D2727	$1,711,418	$735,181	$678,189	$42,465	$63,399	$448,904	$115,870	$3,795,429	$2,131
C20CC	$2,295,926	$1,064,354	$448,929	$85,692	$128,490	$553,671	$0	$4,577,064	$2,126
C21CC	$1,802,416	$362,777	$492,705	$116,138	$353,314	$329,178	$0	$3,456,530	$2,122
C1919	$5,680,046	$1,522,591	$889,426	$164,000	$794,162	$1,119,410	$237,965	$10,407,602	$2,035
D3030	$2,717,692	$838,069	$1,189,586	$20,943	$27,473	$436,266	$328,241	$5,558,273	$1,907
G5555	$757,786	$871,000	$191,266	$139,924	$0	$234,656	$0	$2,194,635	$1,817
D2525	$1,670,264	$955,480	$343,473	$248,939	$31,430	$559,908	$83,880	$3,893,376	$1,810
F47FF	$1,165,202	$634,099	$197,341	$95,586	$154,342	$455,098	$0	$2,701,671	$1,337
RANGE $120k+	$27,139,111	$13,539,011	$6,645,661	$1,023,364	$1,659,292	$5,982,745	$1,484,538	$57,473,745	$2,081
**									
EAV PER PUPIL RANGE $100,000+:									
C22CC	$1,297,833	$965,369	$217,875	$87,771	$40,280	$191,810	$0	$2,800,941	$2,746
C23CC	$413,851	$304,595	$27,970	$47,433	$124,358	$53,249	$0	$971,459	$2,640
D2424	$6,138,491	$2,177,194	$2,820,443	$141,500	$28,253	$1,439,994	$994,531	$13,740,410	$2,463
G6060	$550,652	$406,064	$100,264	$67,115	$18,791	$191,100	$0	$1,333,989	$1,686
D9494	$864,916	$615,161	$623,476	$67,768	$0	$0	$0	$2,171,323	$1,686
A06AA	$861,145	$349,892	$77,557	$44,679	$17,496	$269,732	$0	$1,620,503	$1,371
RANGE $100k+	$10,126,888	$4,818,275	$3,867,585	$456,266	$229,178	$2,145,885	$994,531	$22,638,625	$2,213
**									
EAV PER PUPIL RANGE $ 80,000+:									
D3131	$3,059,069	$1,520,776	$1,442,735	$18,889	$42,464	$509,160	$431,839	$7,024,935	$2,364
D2828	$2,800,572	$1,344,823	$1,105,711	$8,463	$11,036	$548,863	$319,046	$6,138,517	$2,257
D2929	$2,261,889	$1,384,051	$906,887	$104,040	$105,094	$537,577	$223,965	$5,523,505	$2,084
B1616	$8,283,047	$3,680,672	$1,915,921	$213,685	$655,135	$1,997,188	$820,135	$17,565,786	$1,909
D2626	$2,325,570	$1,135,408	$728,822	$136,208	$122,843	$645,104	$210,005	$5,303,963	$1,798
A12AA	$1,583,655	$894,833	$288,083	$416,603	$55,745	$459,711	$0	$3,698,631	$1,635
F88FF	$713,385	$169,959	$70,386	$23,982	$29,545	$163,946	$0	$1,171,206	$1,564
D9595	$382,291	$362,599	$273,534	$29,648	$0	$0	$0	$1,048,073	$1,385
K65LL	$1,108,683	$196,835	$154,114	$29,946	$95,512	$303,063	$0	$1,888,156	$1,380

BEST COPY AVAILABLE

SERV UNIT	PERSONNEL REIMBURSEMENT	TRANSPORTATIO REIMBURSEMENT	EXTRAORDINAR SERVICES	PRIVATE FAC TUITION	PRIVATE FAC ROOM/BOARD	PL 94-142 FLOW THROUGH	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT	PER SPEC ED PUPIL
RANGE $ 80k+	$22,518,161	$10,689,956	$6,886,193	$981,464	$1,117,374	$5,164,612	$2,004,990	$49,362,772	$1,926

* * *

EAV PER PUPIL RANGE $ 60,000+:

SERV UNIT	PERSONNEL REIMBURSEMENT	TRANSPORTATIO REIMBURSEMENT	EXTRAORDINAR SERVICES	PRIVATE FAC TUITION	PRIVATE FAC ROOM/BOARD	PL 94-142 FLOW THROUGH	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT	PER SPEC ED PUPIL
J8787	$35,616,998	$32,177,715	$19,229,200	$13,358,145	$3,510,861	$5,913,294	$6,038,031	$115,844,248	$2,745
D9090	$699,676	$402,716	$228,511	$28,398	$0	$116,391	$47,817	$1,523,510	$2,319
G5858	$785,784	$288,697	$270,807	$37,784	$29,825	$163,112	$0	$1,576,011	$2,156
A13AA	$988,429	$482,614	$226,981	$154,245	$57,463	$198,786	$0	$2,108,521	$2,117
B1515	$3,937,760	$1,391,289	$971,155	$632,163	$314,913	$961,452	$286,682	$8,495,417	$1,909
E3434	$3,999,034	$2,520,872	$776,176	$97,959	$183,512	$1,214,752	$259,053	$9,051,362	$1,877
G5252	$684,278	$413,572	$139,550	$181,663	$62,577	$227,039	$0	$1,708,681	$1,827
E3232	$2,173,462	$1,254,886	$550,814	$72,601	$95,062	$528,913	$114,461	$4,790,202	$1,819
A10AA	$930,397	$539,908	$175,991	$538,526	$0	$376,686	$0	$2,561,510	$1,793
K66LL	$794,125	$232,217	$122,174	$7,511	$75,108	$216,737	$0	$1,447,876	$1,689
A07AA	$1,634,214	$639,010	$270,639	$43,496	$0	$405,792	$0	$2,993,153	$1,632
G5454	$832,688	$567,059	$161,719	$219,853	$0	$275,939	$0	$2,057,260	$1,629
G5959	$1,927,306	$942,488	$414,407	$205,334	$384,603	$672,521	$0	$4,546,661	$1,550
F51KK	$1,904,800	$576,380	$382,134	$57,995	$186,071	$747,571	$354,177	$4,209,130	$1,351
F46FF	$593,689	$218,804	$134,806	$120,975	$69,339	$251,891	$0	$1,389,507	$1,250
RANGE $ 60k+	$57,502,640	$42,648,227	$24,055,064	$15,756,648	$4,969,334	$12,270,876	$7,100,221	$164,303,049	$2,348

* * *

EAV PER PUPIL RANGE $ 40,000+:

SERV UNIT	PERSONNEL REIMBURSEMENT	TRANSPORTATIO REIMBURSEMENT	EXTRAORDINAR SERVICES	PRIVATE FAC TUITION	PRIVATE FAC ROOM/BOARD	PL 94-142 FLOW THROUGH	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT	PER SPEC ED PUPIL
G5656	$1,269,335	$630,146	$1,167,929	$192,066	$0	$270,754	$0	$3,530,232	$2,233
B1717	$1,446,976	$581,624	$199,948	$89,761	$254,141	$355,691	$100,948	$3,029,091	$2,023
F41FF	$2,489,749	$788,727	$1,418,405	$54,126	$0	$810,001	$895,210	$6,456,219	$1,964
A11AA	$2,807,055	$1,458,887	$483,856	$619,331	$42,870	$650,677	$0	$6,062,678	$1,923
H7474	$1,096,258	$538,839	$278,998	$174,115	$67,639	$271,031	$133,487	$2,560,370	$1,887
H7373	$942,412	$589,013	$281,860	$324,026	$81,685	$284,927	$80,027	$2,583,952	$1,835
E3333	$3,051,254	$1,730,737	$1,086,720	$25,734	$117,750	$805,174	$267,845	$7,085,216	$1,826
E3535	$3,731,073	$2,231,238	$1,353,666	$51,821	$149,256	$1,116,425	$240,624	$8,874,106	$1,760
A03AA	$3,249,473	$1,120,723	$985,463	$84,094	$38,318	$838,110	$0	$6,316,184	$1,755
H7272	$689,672	$405,900	$113,210	$343,597	$40,159	$242,098	$35,638	$1,870,277	$1,705
F3636	$2,972,989	$1,463,862	$563,714	$92,732	$84,218	$831,652	$199,673	$6,208,842	$1,683
F45FF	$2,570,712	$1,009,855	$428,247	$280,688	$74,601	$955,188	$0	$5,319,294	$1,564
G5353	$863,693	$407,275	$426,380	$157,529	$79,167	$282,351	$0	$2,216,398	$1,532
A04AA	$575,257	$283,919	$132,031	$13,904	$7,174	$168,958	$0	$1,181,246	$1,509
K68LL	$2,285,231	$1,128,053	$167,717	$47,997	$48,536	$740,154	$0	$4,417,689	$1,503
H7575	$510,171	$175,323	$88,778	$136,741	$59,679	$164,619	$25,329	$1,160,643	$1,492
K63LL	$734,176	$404,371	$70,724	$30,820	$45,063	$243,889	$0	$1,529,045	$1,479

SERV UNIT	PERSONNEL REIMBURSEMENT	TRANSPORTATIO REIMBURSEMENT	EXTRAORDINAR SERVICES	PRIVATE FAC TUITION	PRIVATE FAC ROOM/BOARD	PL 94-142 FLOW THROUGH	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT	PER SPEC ED PUPIL
H7171	$1,422,393	$688,306	$159,576	$245,662	$26,357	$539,337	$43,614	$3,125,248	$1,470
K64LL	$970,167	$398,333	$91,310	$35,335	$69,360	$311,420	$0	$1,875,929	$1,455
A08AA	$1,009,820	$521,096	$162,479	$71,925	$38,646	$462,451	$0	$2,266,418	$1,439
K6969	$3,210,822	$1,264,935	$1,222,268	$13,749	$0	$1,271,647	$220,741	$7,204,164	$1,435
H7777	$2,220,093	$988,423	$429,329	$491,276	$74,857	$801,077	$154,560	$5,159,617	$1,406
H7979	$639,622	$253,980	$161,862	$111,852	$48,933	$296,388	$32,834	$1,545,475	$1,390
F39FF	$924,343	$248,102	$152,136	$151,676	$0	$321,451	$0	$1,797,711	$1,386
F40FF	$1,051,667	$621,517	$172,607	$88,948	$0	$409,898	$0	$2,344,638	$1,380
A05AA	$472,976	$95,950	$110,822	$8,331	$0	$221,801	$0	$909,882	$1,360
A02AA	$556,043	$267,486	$145,529	$18,789	$36,704	$197,649	$0	$1,222,203	$1,342
F4444	$1,876,315	$524,987	$204,450	$47,740	$86,655	$619,446	$88,828	$3,448,424	$1,302
F38FF	$561,237	$390,318	$58,752	$108,585	$81,826	$289,923	$0	$1,490,643	$1,291
A01AA	$1,307,186	$413,547	$132,375	$90,754	$163,814	$455,873	$0	$2,563,552	$1,288
A09AA	$468,089	$305,435	$49,288	$57,776	$93,426	$191,950	$0	$1,165,968	$1,262
F49KK	$1,807,443	$686,121	$68,527	$69,114	$0	$676,410	$0	$3,307,618	$1,255
F50KK	$1,500,747	$341,541	$198,411	$93,957	$87,338	$534,163	$0	$2,756,158	$1,242
H7070	$1,640,510	$541,064	$237,148	$69,397	$13,090	$649,813	$110,828	$3,261,853	$1,177
F43FF	$549,380	$248,591	$66,604	$42,160	$93,437	$254,505	$0	$1,254,681	$1,136
I8181	$1,045,478	$494,228	$40,955	$11,155	$45,035	$515,466	$13,165	$2,165,484	$1,123
F3737	$729,015	$199,471	$72,066	$16,442	$0	$256,547	$29,811	$1,303,354	$1,117
F48KK	$882,031	$284,072	$0	$40,426	$0	$386,662	$0	$1,593,192	$1,088
RANGE $ 40k+	$56,130,863	$24,725,995	$13,184,140	$4,604,131	$2,149,734	$18,695,576	$2,673,162	$122,163,694	$1,540

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EAV PER PUPIL RANGE $ 20,000+:

I8585	$1,036,932	$368,747	$971,376	$7,648	$0	$267,441	$90,689	$2,742,834	$2,141
G5757	$1,330,546	$697,890	$260,728	$317,070	$0	$294,168	$0	$2,900,404	$2,133
I8282	$1,564,983	$579,957	$1,861,248	$13,581	$49,813	$444,579	$147,741	$4,661,904	$2,127
A14AA	$1,039,866	$682,517	$229,136	$256,165	$10,274	$304,395	$0	$2,522,355	$1,975
I8686	$931,309	$329,441	$360,894	$0	$35,101	$348,278	$97,961	$2,102,986	$1,602
G6161	$1,564,031	$307,692	$314,316	$35,402	$0	$370,169	$0	$2,591,612	$1,575
G6262	$582,141	$154,358	$218,935	$54,500	$85,779	$216,754	$0	$1,312,468	$1,540
I8484	$2,069,458	$624,659	$581,834	$0	$0	$651,554	$160,566	$4,088,072	$1,494
I8383	$1,455,674	$657,609	$312,214	$70	$0	$496,757	$156,828	$3,079,153	$1,445
H7878	$441,325	$154,713	$72,511	$123,231	$35,335	$226,056	$26,536	$1,079,711	$1,325
K67LL	$1,777,778	$399,398	$414,169	$47,904	$66,224	$538,673	$0	$3,244,148	$1,270
F42FF	$353,176	$128,936	$49,757	$55,025	$63,761	$176,759	$0	$827,416	$1,250
I8080	$1,214,381	$450,807	$165,866	$28,057	$30,679	$455,417	$104,557	$2,449,767	$1,170
RANGE $ 20k+	$15,361,600	$5,536,724	$5,812,984	$938,653	$376,966	$4,791,000	$784,878	$33,602,830	$1,607

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SERV UNIT	PERSONNEL REIMBURSEMENT	TRANSPORTATIO REIMBURSEMENT	EXTRAORDINAR SERVICES	PRIVATE FAC TUITION	PRIVATE FAC ROOM/BOARD	PL 94-142 FLOW THROUGH	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT	PER SPEC ED PUPIL
EAV PER PUPIL RANGE $ 0,000+:									
H7676	$1,293,416	$729,508	$348,296	$558,939	$0	$353,322	$19,116	$3,302,600	$2,063
RANGE $ 0k+	$1,293,416	$729,508	$348,296	$558,939	$0	$353,322	$19,116	$3,302,600	$2,063
**									
TOTAL	$190,072,679	$102,687,696	$60,799,923	$24,319,465	$10,501,878	$49,404,016	$15,061,436	$452,847,315	$1,925

APPENDIX G

EXTRAORDINARY SERVICES AND PRIVATE FACILITY TUITION REIMBURSEMENT FOR TARGET POPULATION STUDENTS, AGE 6 THROUGH 21

G-1. EXTRAORDINARY SERVICES REIMBURSEMENT FOR TMH STUDENTS

G-2. PRIVATE FACILITY REIMBURSEMENT FOR TMH STUDENTS

G-3. COMPARISON OF PRIVATE FACILITY AND EXTRAORDINARY REIMBURSEMENT FOR TMH STUDENTS

G-4. EXTRAORDINARY SERVICES REIMBURSEMENT FOR S/PMH STUDENTS

G-5. PRIVATE FACILITY REIMBURSEMENT FOR S/PMH STUDENTS

G-6. COMPARISON OF PRIVATE FACILITY AND EXTRAORDINARY REIMBURSEMENT FOR S/PMH STUDENTS

G-7. EXTRAORDINARY SERVICES REIMBURSEMENT FOR PH/C STUDENTS

G-8. PRIVATE FACILITY REIMBURSEMENT FOR PH/C STUDENTS

G-9. COMPARISON OF PRIVATE FACILITY AND EXTRAORDINARY REIMBURSEMENT FOR PH/C STUDENTS

APPENDIX G-1. EXTRAORDINARY SERVICES REIMBURSEMENT FOR TMH STUDENTS.

SERV UNIT	COUNT	FTE	EDUCATION COST	TRANSPORT COST	REGULAR ED TUITION	EXTRAORDINA REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	TRANS PER FTE	TUITION PER FTE	EXTRA PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
EAV PER PUPIL RANGE $120,000+:													
C1818	165	157.019	$1,895,210	$144,884	$930,121	$311,341	$798,632	$12,070	$923	$5,924	$1,983	$5,086	39.1%
C1919	74	70.242	$1,210,574	$30,830	$572,660	$138,236	$530,508	$17,234	$439	$8,153	$1,968	$7,552	42.7%
C20CC	28	25.329	$428,210	$13,336	$173,704	$50,191	$217,651	$16,906	$527	$6,858	$1,982	$8,593	49.3%
C21CC	34	32.711	$441,061	$14,709	$276,526	$64,714	$114,530	$13,484	$450	$8,454	$1,978	$3,502	25.1%
D2525	34	30.617	$454,599	$12,638	$167,378	$60,461	$239,398	$14,848	$413	$5,467	$1,975	$7,819	51.2%
D2727	53	47.776	$693,893	$17,834	$295,706	$95,552	$320,469	$14,524	$373	$6,189	$2,000	$6,708	45.0%
D3030	79	76.241	$1,469,037	$27,612	$570,418	$150,482	$775,749	$19,268	$362	$7,482	$1,974	$10,174	51.8%
F47FF	37	32.991	$254,511	$46,040	$127,326	$62,056	$111,169	$7,715	$1,396	$3,859	$1,881	$3,371	37.0%
G5555	19	18.461	$147,623	$19,307	$74,825	$36,922	$55,183	$7,996	$1,046	$4,053	$2,000	$2,989	33.1%
RANGE $120k+	523	491.387	$6,994,718	$327,190	$3,188,664	$969,955	$3,163,289	$14,235	$666	$6,489	$1,974	$6,437	33.1%
EAV PER PUPIL RANGE $100,000+:													
A06AA	30	29.055	$241,539	$17,833	$108,648	$55,651	$95,073	$8,313	$614	$3,739	$1,915	$3,273	36.7%
C22CC	41	40.288	$793,226	$11,362	$239,269	$78,576	$486,743	$19,689	$282	$5,939	$1,950	$12,082	60.5%
C23CC	1	1.000	$57,028	$404	$9,645	$2,000	$45,787	$57,028	$404	$9,645	$2,000	$45,787	79.7%
D2424	123	112.626	$1,308,038	$44,052	$560,755	$224,429	$566,906	$11,614	$391	$4,979	$1,993	$5,033	41.9%
D9494	41	39.203	$434,308	$10,507	$175,277	$78,406	$191,132	$11,078	$268	$4,471	$2,000	$4,875	43.0%
G6060	20	19.477	$170,264	$17,497	$103,331	$36,954	$47,476	$8,742	$898	$5,305	$1,897	$2,438	25.3%
RANGE $100k+	256	241.649	$3,004,403	$101,655	$1,196,925	$476,016	$1,433,117	$12,433	$421	$4,953	$1,970	$5,931	25.3%
EAV PER PUPIL RANGE $ 80,000+:													
A12AA	13	11.620	$123,520	$11,110	$46,602	$23,240	$64,788	$10,630	$956	$4,010	$2,000	$5,576	48.1%
B1616	228	203.833	$1,842,418	$119,301	$920,916	$405,528	$635,275	$9,039	$585	$4,518	$1,990	$3,116	32.4%
D2626	46	43.243	$346,421	$18,452	$217,734	$65,201	$81,938	$8,011	$427	$5,035	$1,508	$1,895	22.5%
D2828	58	54.985	$579,643	$21,507	$335,301	$109,414	$156,435	$10,542	$391	$6,098	$1,990	$2,845	26.0%
D2929	65	60.826	$814,779	$0	$344,841	$121,652	$348,286	$13,395	$0	$5,669	$2,000	$5,726	42.7%
D3131	64	61.935	$607,052	$27,507	$320,895	$119,210	$194,454	$9,801	$444	$5,181	$1,925	$3,139	30.6%
D9595	16	15.499	$176,770	$5,892	$67,312	$30,998	$84,352	$11,405	$380	$4,343	$2,000	$5,442	46.2%
F88FF	20	15.911	$105,965	$8,128	$64,487	$31,822	$17,784	$6,660	$511	$4,053	$2,000	$1,118	15.6%
K65LL	36	35.134	$261,972	$4,333	$119,915	$70,268	$76,122	$7,456	$123	$3,413	$2,000	$2,166	28.6%

SERV UNIT	COUNT	FTE	EDUCATION COST	TRANSPORT COST	REGULAR ED TUITION	EXTRAORDINA REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	TRANS PER FTE	TUITION PER FTE	EXTRA PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
RANGE $ 80k+	546	502.986	$4,858,540	$216,230	$2,438,003	$977,333	$1,659,434	$9,659	$430	$4,847	$1,943	$3,299	28.6%

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EAV PER PUPIL RANGE $ 60,000+:

SERV UNIT	COUNT	FTE	EDUCATION COST	TRANSPORT COST	REGULAR ED TUITION	EXTRAORDINA REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	TRANS PER FTE	TUITION PER FTE	EXTRA PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
A07AA	27	25.730	$280,596	$233	$89,145	$51,460	$140,224	$10,905	$9	$3,465	$2,000	$5,449	49.9%
A10AA	34	32.274	$197,885	$8,588	$102,437	$43,681	$60,355	$6,131	$266	$3,174	$1,353	$1,870	29.2%
A13AA	11	11.000	$116,072	$3,762	$39,688	$22,000	$58,146	$10,552	$342	$3,608	$2,000	$5,286	48.5%
B1515	56	51.119	$462,949	$29,015	$205,055	$101,653	$185,256	$9,056	$568	$4,011	$1,989	$3,624	37.7%
D9090	12	11.835	$194,513	$3,508	$56,560	$23,670	$117,791	$16,435	$296	$4,779	$2,000	$9,952	59.5%
E3232	65	59.744	$643,617	$39,751	$310,678	$119,330	$253,360	$10,773	$665	$5,200	$1,997	$4,241	37.1%
E3434	99	96.243	$810,952	$59,544	$493,605	$156,850	$220,041	$8,426	$619	$5,129	$1,630	$2,286	25.3%
F46FF	25	22.899	$186,081	$3,311	$71,173	$45,356	$72,863	$8,126	$145	$3,108	$1,981	$3,182	38.5%
F51KK	61	59.759	$353,005	$12,931	$213,340	$109,592	$43,004	$5,907	$216	$3,570	$1,834	$719	11.8%
G5252	21	19.557	$120,055	$10,228	$67,351	$37,393	$25,539	$6,139	$523	$3,444	$1,912	$1,306	19.6%
G5454	7	6.982	$58,747	$4,660	$23,546	$13,964	$25,897	$8,414	$667	$3,372	$2,000	$3,709	40.8%
G5858	40	39.971	$353,972	$10,540	$241,225	$79,942	$43,345	$8,856	$264	$6,035	$2,000	$1,085	11.9%
G5959	55	50.941	$335,854	$23,814	$211,138	$89,215	$59,315	$6,593	$467	$4,145	$1,751	$1,164	16.5%
K66LL	2	1.314	$11,606	$0	$4,745	$2,628	$4,233	$8,833	$0	$3,611	$2,000	$3,222	36.5%
RANGE $ 60k+	515	489.368	$4,125,904	$209,885	$2,129,686	$896,734	$1,309,369	$8,431	$429	$4,352	$1,832	$2,676	36.5%

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EAV PER PUPIL RANGE $ 40,000+:

SERV UNIT	COUNT	FTE	EDUCATION COST	TRANSPORT COST	REGULAR ED TUITION	EXTRAORDINA REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	TRANS PER FTE	TUITION PER FTE	EXTRA PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
A01AA	19	16.862	$111,597	$16,075	$52,833	$27,136	$47,703	$6,618	$953	$3,133	$1,609	$2,829	37.4%
A02AA	11	10.149	$71,664	$11,651	$33,401	$19,988	$29,926	$7,061	$1,148	$3,291	$1,969	$2,949	35.9%
A03AA	13	11.608	$80,206	$2,425	$46,502	$23,216	$12,913	$6,910	$209	$4,006	$2,000	$1,113	15.6%
A04AA	20	19.930	$158,231	$7,720	$70,362	$37,860	$57,729	$7,939	$387	$3,530	$1,900	$2,896	34.8%
A05AA	20	18.556	$124,795	$2,242	$59,914	$37,112	$30,011	$6,725	$121	$3,229	$2,000	$1,617	23.6%
A08AA	50	47.749	$152,249	$31,861	$146,596	$30,149	$7,365	$3,189	$667	$3,070	$631	$155	4.0%
A09AA	11	10.317	$56,440	$5,765	$32,785	$13,018	$16,402	$5,471	$559	$3,178	$1,262	$1,590	26.4%
A11AA	77	74.268	$716,756	$16,995	$270,263	$148,536	$314,952	$9,651	$229	$3,639	$2,000	$4,241	42.9%
B1717	44	39.751	$273,222	$9,822	$139,485	$74,758	$68,801	$6,873	$247	$3,509	$1,881	$1,730	24.3%
E3333	169	142.256	$1,229,380	$64,922	$656,067	$273,824	$364,411	$8,642	$456	$4,612	$1,925	$2,561	28.2%
E3535	106	93.461	$1,163,070	$15,207	$403,069	$186,922	$588,286	$12,444	$163	$4,313	$2,000	$6,294	49.9%
F3636	89	80.304	$713,528	$53,073	$263,266	$160,608	$342,727	$8,885	$661	$3,278	$2,000	$4,268	44.7%
F3737	23	21.993	$99,303	$8,653	$68,381	$35,661	$3,914	$4,515	$393	$3,109	$1,621	$178	3.6%
F38FF	14	11.526	$63,550	$10,168	$40,611	$18,250	$14,857	$5,514	$882	$3,523	$1,583	$1,290	20.2%
F39FF	56	52.469	$228,414	$20,144	$159,262	$73,027	$16,269	$4,353	$384	$3,035	$1,392	$310	6.5%

APPENDIX G-1. EXTRAORDINARY SERVICES REIMBURSEMENT FOR TMH STUDENTS.

SERV UNIT	COUNT	FTE	EDUCATION COST	TRANSPORT COST	REGULAR ED TUITION	EXTRAORDINA REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	TRANS PER FTE	TUITION PER FTE	EXTRA PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
F40FF													%
F41FF	89	86.064	$653,935	$24,776	$320,162	$172,128	$186,421	$7,598	$288	$3,720	$2,000	$2,166	27.5%
F43FF	2	2.000	$16,164	$187	$7,107	$3,754	$5,490	$8,082	$94	$3,554	$1,877	$2,745	33.6%
F4444	57	50.215	$247,974	$29,145	$151,250	$70,614	$55,255	$4,938	$580	$3,012	$1,406	$1,100	19.9%
F45FF	93	84.272	$627,727	$66,769	$269,070	$154,863	$270,563	$7,449	$792	$3,193	$1,838	$3,210	39.0%
F48KK													%
F49KK	2	2.000	$11,144	$2,606	$7,291	$3,374	$3,085	$5,572	$1,303	$3,646	$1,687	$1,542	22.4%
F50KK	47	45.410	$290,820	$23,742	$124,290	$90,820	$99,452	$6,404	$523	$2,737	$2,000	$2,190	31.6%
G5353	22	21.568	$166,540	$12,194	$74,115	$43,136	$61,483	$7,722	$565	$3,436	$2,000	$2,851	34.4%
G5656	24	22.856	$246,840	$7,091	$91,355	$45,712	$116,864	$10,800	$310	$3,997	$2,000	$5,113	46.0%
H7070	64	60.753	$332,050	$9,863	$165,811	$108,812	$67,290	$5,466	$162	$2,729	$1,791	$1,108	19.7%
H7171	31	30.902	$204,481	$12,483	$102,156	$46,233	$68,575	$6,617	$404	$3,306	$1,496	$2,219	31.6%
H7272	18	16.747	$120,708	$4,001	$54,177	$33,494	$37,038	$7,208	$239	$3,235	$2,000	$2,212	29.7%
H7373	20	18.955	$94,350	$3,509	$68,683	$26,541	$2,635	$4,978	$185	$3,623	$1,400	$140	2.7%
H7474	10	8.709	$67,400	$9,054	$24,643	$17,418	$34,393	$7,739	$1,040	$2,830	$2,000	$3,949	45.0%
H7575	18	15.782	$118,179	$4,577	$48,594	$30,838	$43,324	$7,488	$290	$3,079	$1,954	$2,745	35.3%
H7777	76	71.746	$532,655	$32,430	$257,617	$142,709	$164,759	$7,424	$452	$3,591	$1,989	$2,296	29.2%
H7979	11	9.804	$92,649	$6,762	$29,457	$19,608	$50,346	$9,450	$690	$3,005	$2,000	$5,135	50.6%
I8181	12	11.592	$28,754	$20,144	$32,854	$12,773	$3,271	$2,481	$1,738	$2,834	$1,102	$283	6.7%
K63LL	24	21.430	$120,436	$9,600	$70,238	$40,248	$19,550	$5,620	$448	$3,278	$1,878	$912	15.0%
K64LL	21	19.464	$123,281	$38,916	$65,582	$38,822	$57,793	$6,334	$1,999	$3,369	$1,995	$2,969	35.6%
K68LL	79	72.849	$398,334	$39,025	$216,381	$143,733	$77,245	$5,468	$536	$2,970	$1,973	$1,061	17.7%
K6969	113	103.316	$572,254	$47,910	$301,753	$205,363	$113,048	$5,539	$464	$2,921	$1,988	$1,094	18.2%
RANGE													
$ 40k+	1555	1427.633	10,309,080	$681,507	$4,925,383	$2,611,058	$3,454,146	$7,221	$477	$3,450	$1,829	$2,419	18.2%

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EAV PER PUPIL RANGE $ 20,000+:

SERV UNIT	COUNT	FTE	EDUCATION COST	TRANSPORT COST	REGULAR ED TUITION	EXTRAORDINA REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	TRANS PER FTE	TUITION PER FTE	EXTRA PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
A14AA	37	34.209	$194,117	$11,877	$120,621	$68,418	$16,955	$5,674	$347	$3,526	$2,000	$495	8.2%
F42FF	10	9.818	$36,523	$7,478	$27,788	$14,692	$1,521	$3,720	$762	$2,830	$1,496	$156	3.5%
G5757	24	22.342	$181,004	$8,888	$71,361	$44,684	$73,847	$8,102	$398	$3,194	$2,000	$3,306	38.9%
G6161	55	53.100	$339,593	$20,124	$185,881	$90,356	$83,480	$6,395	$379	$3,501	$1,702	$1,571	23.2%
G6262	24	21.367	$163,356	$6,777	$75,190	$41,894	$53,049	$7,645	$317	$3,519	$1,961	$2,482	31.2%
H7878	36	33.285	$200,586	$11,574	$107,625	$66,570	$37,965	$6,026	$348	$3,233	$2,000	$1,141	17.9%
I8080	30	26.617	$140,715	$21,847	$74,756	$46,596	$41,210	$5,287	$821	$2,809	$1,751	$1,548	25.4%
I8282	45	40.401	$279,549	$19,895	$127,767	$80,802	$90,875	$6,919	$492	$3,162	$2,000	$2,249	30.3%
I8383	66	60.378	$328,568	$40,293	$196,075	$117,418	$55,368	$5,442	$667	$3,247	$1,945	$917	15.0%
I8484	64	56.729	$397,536	$26,574	$179,959	$110,051	$134,100	$7,008	$468	$3,172	$1,940	$2,364	31.6%
I8585	38	32.777	$189,551	$8,664	$97,091	$65,554	$35,570	$5,783	$264	$2,962	$2,000	$1,085	17.9%
I8686	41	39.679	$325,469	$10,925	$138,689	$73,229	$124,476	$8,203	$275	$3,495	$1,846	$3,137	37.0%
K67LL	43	42.685	$329,405	$14,232	$142,563	$85,370	$115,704	$7,717	$333	$3,340	$2,000	$2,710	33.7%

BEST COPY AVAILABLE

SERV UNIT	COUNT	FTE	EDUCATION COST	TRANSPORT COST	REGULAR ED TUITION	EXTRAORDINA REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	TRANS PER FTE	TUITION PER FTE	EXTRA PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
RANGE $ 20k+	513	473.387	$3,105,972	$209,148	$1,545,366	$905,634	$864,120	$6,561	$442	$3,264	$1,913	$1,825	33.7%
EAV PER PUPIL RANGE $ 0,000+:													
H7676	71	68.954	$532,600	$25,631	$257,876	$137,908	$162,447	$7,724	$372	$3,740	$2,000	$2,356	29.1%
RANGE $ 0k+	71	68.954	$532,600	$25,631	$257,876	$137,908	$162,447	$7,724	$372	$3,740	$2,000	$2,356	29.1%
STATE TOTAL EXCLUDING CHICAGO:													
	3979	3695.365	32,931,217	$1,771,246	15,681,903	$6,974,638	$12,045,922	$8,911	$479	$4,244	$1,887	$3,260	34.7%
CHICAGO SCHOOL DISTRICT 299:													
	1306	1249.030	$7,211,952	$629,510	$5,284,669	$2,491,363	$65,430	$5,774	$504	$4,231	$1,995	$52	0.8%
STATE TOTAL:													
	5285	4944.393	$40,143,169	$2,400,756	$20,966,572	$9,466,001	$12,111,352	$8,119	$486	$4,240	$1,915	$2,450	28.5%

SERV UNIT	COUNT	FTE	EDUCATION COST	REGULAR ED TUITION	PRIVATE FAC REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	REG ED PER FTE	FAC REIM PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
EAV PER PUPIL RANGE $120,000+:											
C1818	25	20.812	$238,627	$144,709	$25,503	$68,415	$11,466	$6,953	$1,225	$3,288	28.7%
C1919	6	5.681	$48,159	$46,755	$223	$1,181	$8,477	$8,230	$39	$208	2.5%
C20CC	12	10.651	$112,847	$87,433	$1,786	$23,628	$10,595	$8,209	$168	$2,218	20.9%
C21CC	1	1.000	$5,327	$9,761	$0	-$4,434	$5,327	$9,761	$0	-$4,434	-83.2%
D2525	1	1.000	$16,183	$5,457	$5,270	$5,456	$16,183	$5,457	$5,270	$5,456	33.7%
D2727	4	3.892	$35,396	$29,529	$0	$5,867	$9,095	$7,587	$0	$1,508	16.6%
D3030	6	5.954	$57,438	$45,111	$2,163	$10,164	$9,647	$7,577	$363	$1,707	17.7%
F47FF											%
G5555	13	11.077	$132,745	$41,505	$51,331	$39,909	$11,984	$3,747	$4,634	$3,603	30.1%
RANGE $120k+	68	60.067	$646,722	$410,260	$86,276	$150,186	$10,767	$6,830	$1,436	$2,500	23.2%
EAV PER PUPIL RANGE $100,000+:											
A06AA	2	2.000	$30,900	$5,906	$19,087	$5,907	$15,450	$2,953	$9,544	$2,953	19.1%
C22CC											%
C23CC	2	2.000	$22,752	$19,290	$0	$3,462	$11,376	$9,645	$0	$1,731	15.2%
D2424	12	10.466	$102,910	$57,746	$9,590	$35,574	$9,833	$5,517	$916	$3,400	34.6%
D9494	6	6.000	$74,898	$26,826	$21,589	$26,483	$12,483	$4,471	$3,598	$4,414	35.4%
G6060	2	1.172	$15,351	$4,808	$5,735	$4,808	$13,098	$4,102	$4,893	$4,103	31.3%
RANGE $100k+	24	21.638	$246,811	$114,576	$56,001	$76,234	$11,406	$5,295	$2,588	$3,523	30.9%
EAV PER PUPIL RANGE $ 80,000+:											
A12AA	8	7.192	$92,326	$29,500	$38,136	$24,690	$12,837	$4,102	$5,303	$3,432	26.7%
B1616	21	13.480	$153,368	$64,199	$38,830	$50,339	$11,377	$4,763	$2,881	$3,733	32.8%
D2626	9	8.214	$75,766	$49,439	$1,094	$25,233	$9,224	$6,019	$133	$3,072	33.3%
D2828	2	1.826	$14,702	$13,465	$0	$1,237	$8,051	$7,374	$0	$677	8.4%
D2929	4	4.000	$43,452	$28,450	$540	$14,462	$10,863	$7,113	$135	$3,615	33.3%
D3131	4	3.995	$34,861	$16,574	$3,827	$14,460	$8,726	$4,149	$958	$3,619	41.5%
D9595											%
F88FF											%
K65LL											%

BEST COPY AVAILABLE

SERV UNIT	COUNT	FTE	EDUCATION COST	REGULAR ED TUITION	PRIVATE FAC REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	REG ED PER FTE	FAC REIM PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
RANGE $ 80k+	48	38.707	$414,475	$201,627	$82,427	$130,421	$10,708	$5,209	$2,130	$3,369	31.5%

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EAV PER PUPIL RANGE $ 60,000+:

A07AA											%
A10AA	5	5.000	$49,020	$15,870	$17,280	$15,870	$9,804	$3,174	$3,456	$3,174	32.4%
A13AA	7	6.269	$75,856	$22,619	$33,394	$19,843	$12,100	$3,608	$5,327	$3,165	26.2%
B1515	7	7.000	$64,044	$33,934	$12,477	$17,633	$9,149	$4,848	$1,782	$2,519	27.5%
D9090	1	0.164	$1,422	$784	$0	$638	$8,671	$4,780	$0	$3,891	44.9%
E3232	10	7.422	$70,780	$48,888	$1,231	$20,661	$9,537	$6,587	$166	$2,784	29.2%
E3434	9	7.255	$95,360	$41,158	$26,537	$27,665	$13,144	$5,673	$3,658	$3,813	29.0%
F46FF											%
F51KK											%
G5252	4	4.000	$55,898	$12,693	$30,515	$12,690	$13,975	$3,173	$7,629	$3,173	22.7%
G5454	11	8.710	$101,607	$33,847	$34,161	$33,599	$11,666	$3,886	$3,922	$3,858	33.1%
G5858	2	1.854	$10,476	$11,189	$0	-$713	$5,650	$6,035	$0	-$385	-6.8%
G5959	7	7.000	$87,738	$25,202	$37,336	$25,200	$12,534	$3,600	$5,334	$3,600	28.7%
K66LL											%
RANGE $ 60k+	63	54.674	$612,201	$246,184	$192,931	$173,086	$11,197	$4,503	$3,529	$3,166	28.3%

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EAV PER PUPIL RANGE $ 40,000+:

A01AA	2	2.000	$24,153	$6,219	$11,714	$6,220	$12,077	$3,110	$5,857	$3,110	25.8%
A02AA	1	1.000	$15,450	$2,688	$10,074	$2,688	$15,450	$2,688	$10,074	$2,688	17.4%
A03AA											%
A04AA											%
A05AA	1	1.000	$15,450	$3,214	$9,022	$3,214	$15,450	$3,214	$9,022	$3,214	20.8%
A08AA	2	1.162	$17,989	$3,701	$10,586	$3,702	$15,481	$3,185	$9,110	$3,186	20.6%
A09AA											%
A11AA	11	10.011	$108,080	$36,430	$38,032	$33,618	$10,796	$3,639	$3,799	$3,358	31.1%
B1717	2	1.555	$17,994	$5,456	$7,081	$5,457	$11,572	$3,509	$4,554	$3,509	30.3%
E3333	7	4.199	$42,047	$25,466	$4,330	$12,251	$10,014	$6,065	$1,031	$2,918	29.1%
E3535	6	5.601	$60,614	$33,624	$3,091	$23,899	$10,822	$6,003	$552	$4,267	39.4%
F3636											%
F3737	1	1.000	$12,530	$2,872	$6,786	$2,872	$12,530	$2,872	$6,786	$2,872	22.9%
F38FF	2	2.000	$17,114	$7,324	$3,204	$6,586	$8,557	$3,662	$1,602	$3,293	38.5%
F39FF	4	4.000	$46,262	$11,821	$22,621	$11,820	$11,566	$2,955	$5,655	$2,956	25.6%

SERV UNIT	COUNT	FTE	EDUCATION COST	REGULAR ED TUITION	PRIVATE FAC REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	REG ED PER FTE	FAC REIM PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
F40FF											%
F41FF											%
F43FF											%
F4444	7	5.223	$57,468	$14,964	$27,540	$14,964	$11,003	$2,865	$5,273	$2,865	26.0%
F45FF	1	1.000	$12,530	$2,889	$6,752	$2,889	$12,530	$2,889	$6,752	$2,889	23.1%
F48KK	1	0.995	$15,362	$3,065	$9,232	$3,065	$15,439	$3,080	$9,278	$3,081	20.0%
F49KK											%
F50KK	1	1.000	$9,516	$2,636	$4,243	$2,637	$9,516	$2,636	$4,243	$2,637	27.7%
G5353	2	2.000	$20,439	$7,166	$7,042	$6,231	$10,220	$3,583	$3,521	$3,116	30.5%
G5656	3	1.163	$13,404	$4,648	$4,370	$4,386	$11,525	$3,997	$3,758	$3,770	32.7%
H7070	1	0.953	$9,221	$2,631	$3,958	$2,632	$9,676	$2,761	$4,153	$2,762	28.5%
H7171	16	15.188	$103,629	$51,592	$33,468	$18,569	$6,823	$3,397	$2,204	$1,222	17.9%
H7272	2	2.000	$21,704	$6,470	$8,762	$6,472	$10,852	$3,235	$4,381	$3,236	29.8%
H7373	3	3.000	$32,556	$10,272	$12,009	$10,275	$10,852	$3,424	$4,003	$3,425	31.6%
H7474	2	1.441	$7,677	$3,684	$2,784	$1,209	$5,328	$2,557	$1,932	$839	15.7%
H7575	1	0.972	$12,459	$2,993	$6,473	$2,993	$12,818	$3,079	$6,659	$3,080	24.0%
H7777	27	20.647	$263,733	$65,478	$134,573	$63,682	$12,773	$3,171	$6,518	$3,084	24.1%
H7979											%
I8181											%
K63LL	1	1.000	$10,341	$3,452	$3,436	$3,453	$10,341	$3,452	$3,436	$3,453	33.4%
K64LL											%
K68LL											%
K6969											%
RANGE $ 40k+	107	90.110	$967,722	$320,755	$391,183	$255,784	$10,739	$3,560	$4,341	$2,839	26.4%

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EAV PER PUPIL RANGE $ 20,000+:

SERV UNIT	COUNT	FTE	EDUCATION COST	REGULAR ED TUITION	PRIVATE FAC REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	REG ED PER FTE	FAC REIM PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
A14AA	1	0.282	$3,620	$994	$1,632	$994	$12,837	$3,525	$5,787	$3,525	27.5%
F42FF	1	0.051	$842	$139	$564	$139	$16,510	$2,725	$11,059	$2,726	16.5%
G5757	2	2.000	$27,148	$6,388	$14,371	$6,389	$13,574	$3,194	$7,186	$3,194	23.5%
G6161	1	1.000	$10,227	$4,426	$1,375	$4,426	$10,227	$4,426	$1,375	$4,426	43.3%
G6262	2	2.000	$17,048	$7,038	$3,459	$6,551	$8,524	$3,519	$1,730	$3,275	38.4%
H7878	1	0.967	$10,579	$3,127	$4,324	$3,128	$10,940	$3,234	$4,472	$3,234	29.6%
I8080											%
I8282											%
I8383											%
I8484											%
I8585											%
I8686											%
K67LL	1	0.488	$6,584	$1,676	$3,233	$1,675	$13,492	$3,434	$6,625	$3,433	25.4%

SERV UNIT	COUNT	FTE	EDUCATION COST	REGULAR ED TUITION	PRIVATE FAC REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	REG ED PER FTE	FAC REIM PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
RANGE $ 20k+	9	6.788	$76,048	$23,788	$28,958	$23,302	$11,203	$3,504	$4,266	$3,433	30.6%
EAV PER PUPIL RANGE $ 0,000+:											
H7676	35	31.816	$302,326	$120,447	$78,649	$103,230	$9,502	$3,785	$2,472	$3,245	34.1%
RANGE $ 0k+	35	31.818	$302,326	$120,447	$78,649	$103,230	$9,502	$3,785	$2,472	$3,244	34.1%
STATE TOTAL EXCLUDING CHICAGO:											
	354	303.802	$3,266,305	$1,437,637	$916,425	$912,243	$10,751	$4,732	$3,016	$3,003	27.9%
CHICAGO SCHOOL DISTRICT 299:											
	309	255.631	$2,843,858	$1,081,636	$736,433	$1,025,789	$11,125	$4,231	$2,881	$4,013	36.1%
STATE TOTAL:											
	663	559.433	$6,110,163	$2,519,273	$1,652,858	$1,938,032	$10,922	$4,503	$2,955	$3,464	31.7%

APPENDIX G-3. COMPARISON OF PRIVATE FACILITY AND EXTRAORDINARY REIMBURSEMENT FOR TMH STUDENTS.

	PRIVATE FACILITY TUITION (FUND CODE B)--------						EXTRAORDINARY SERVICES (FUND CODE C)-------------------						
SERV UNIT	COUNT	EDCOST PER FTE	REG ED PER FTE	FAC REI PER FTE	EXCESS PER FTE	EXCESS PERCENT	COUNT	EDCOST PER FTE	TRANS PER FTE	REG ED PER FTE	EXTRA PER FTE	EXCESS PER FTE	EXCESS PERCENT
EAV PER PUPIL RANGE $120,000+:													
C1818	25	$11,466	$6,953	$1,225	$3,288	28.7%	165	$12,070	$923	$5,924	$1,983	$5,086	39.1%
C1919	6	$8,477	$8,230	$39	$208	2.5%	74	$17,234	$439	$8,153	$1,968	$7,552	42.7%
C20CC	12	$10,595	$8,209	$168	$2,218	20.9%	28	$16,906	$527	$6,858	$1,982	$8,593	49.3%
C21CC	1	$5,327	$9,761	$0	-$4,434	-83.2%	34	$13,484	$450	$8,454	$1,978	$3,502	25.1%
D2525	1	$16,183	$5,457	$5,270	$5,456	33.7%	34	$14,848	$413	$5,467	$1,975	$7,819	51.2%
D2727	4	$9,095	$7,587	$0	$1,508	16.6%	53	$14,524	$373	$6,189	$2,000	$6,708	45.0%
D3030	6	$9,647	$7,577	$363	$1,707	17.7%	79	$19,268	$362	$7,482	$1,974	$10,174	51.8%
F47FF						%	37	$7,715	$1,396	$3,859	$1,881	$3,371	37.0%
G5555	13	$11,984	$3,747	$4,634	$3,603	30.1%	19	$7,996	$1,046	$4,053	$2,000	$2,989	33.1%
RANGE $120k+	68	$10,767	$6,830	$1,436	$2,500	23.2%	523	$14,235	$666	$6,489	$1,974	$6,437	43.2%
EAV PER PUPIL RANGE $100,000+:													
A06AA	2	$15,450	$2,953	$9,544	$2,953	19.1%	30	$8,313	$614	$3,739	$1,915	$3,273	36.7%
C22CC						%	41	$19,689	$282	$5,939	$1,950	$12,082	60.5%
C23CC	2	$11,376	$9,645	$0	$1,731	15.2%	1	$57,028	$404	$9,645	$2,000	$45,787	79.7%
D2424	12	$9,833	$5,517	$916	$3,400	34.6%	123	$11,614	$391	$4,979	$1,993	$5,033	41.9%
D9494	6	$12,483	$4,471	$3,598	$4,414	35.4%	41	$11,078	$268	$4,471	$2,000	$4,875	43.0%
G6060	2	$13,098	$4,102	$4,893	$4,103	31.3%	20	$8,742	$898	$5,305	$1,897	$2,438	25.3%
RANGE $100k+	24	$11,406	$5,295	$2,588	$3,523	30.9%	256	$12,433	$421	$4,953	$1,970	$5,931	46.1%
EAV PER PUPIL RANGE $ 80,000+:													
A12AA	8	$12,837	$4,102	$5,303	$3,432	26.7%	13	$10,630	$956	$4,010	$2,000	$5,576	48.1%
B1616	21	$11,377	$4,763	$2,881	$3,733	32.8%	228	$9,039	$585	$4,518	$1,990	$3,116	32.4%
D2626	9	$9,224	$6,019	$133	$3,072	33.3%	46	$8,011	$427	$5,035	$1,508	$1,895	22.5%
D2828	2	$8,051	$7,374	$0	$677	8.4%	58	$10,542	$391	$6,098	$1,990	$2,845	26.0%
D2929	4	$10,863	$7,113	$135	$3,615	33.3%	65	$13,395	$0	$5,669	$2,000	$5,726	42.7%
D3131	4	$8,726	$4,149	$958	$3,619	41.5%	64	$9,801	$444	$5,181	$1,925	$3,139	30.6%
D9595						%	16	$11,405	$380	$4,343	$2,000	$5,442	46.2%
F88FF						%	20	$6,660	$511	$4,053	$2,000	$1,118	15.6%
K65LL						%	36	$7,456	$123	$3,413	$2,000	$2,166	28.6%

BEST COPY AVAILABLE

	PRIVATE FACILITY TUITION (FUND CODE B)--------						EXTRAORDINARY SERVICES (FUND CODE C)------------------						
SERV UNIT	COUNT	EDCOST PER FTE	REG ED PER FTE	FAC REI PER FTE	EXCESS PER FTE	EXCESS PERCENT	COUNT	EDCOST PER FTE	TRANS PER FTE	REG ED PER FTE	EXTRA PER FTE	EXCESS PER FTE	EXCESS PERCENT
RANGE $ 80k+	48	$10,708	$5,209	$2,130	$3,369	31.5%	546	$9,659	$430	$4,847	$1,943	$3,299	32.7%
EAV PER PUPIL RANGE $ 60,000+:													
A07AA						%	27	$10,905	$9	$3,465	$2,000	$5,449	49.9%
A10AA	5	$9,804	$3,174	$3,456	$3,174	32.4%	34	$6,131	$266	$3,174	$1,353	$1,870	29.2%
A13AA	7	$12,100	$3,608	$5,327	$3,165	26.2%	11	$10,552	$342	$3,608	$2,000	$5,286	48.5%
B1515	7	$9,149	$4,848	$1,782	$2,519	27.5%	56	$9,056	$568	$4,011	$1,989	$3,624	37.7%
D9090	1	$8,671	$4,780	$0	$3,891	44.9%	12	$16,435	$296	$4,779	$2,000	$9,952	59.5%
E3232	10	$9,537	$6,587	$166	$2,784	29.2%	65	$10,773	$665	$5,200	$1,997	$4,241	37.1%
E3434	9	$13,144	$5,673	$3,658	$3,813	29.0%	99	$8,426	$619	$5,129	$1,630	$2,286	25.3%
F46FF						%	25	$8,126	$145	$3,108	$1,981	$3,182	38.5%
F51KK						%	61	$5,907	$216	$3,570	$1,834	$719	11.8%
G5252	4	$13,975	$3,173	$7,629	$3,173	22.7%	21	$6,139	$523	$3,444	$1,912	$1,306	19.6%
G5454	11	$11,666	$3,886	$3,922	$3,858	33.1%	7	$8,414	$667	$3,372	$2,000	$3,709	40.8%
G5858	2	$5,650	$6,035	$0	-$385	-6.8%	40	$8,856	$264	$6,035	$2,000	$1,085	11.9%
G5959	7	$12,534	$3,600	$5,334	$3,600	28.7%	55	$6,593	$467	$4,145	$1,751	$1,164	16.5%
K66LL						%	2	$8,833	$0	$3,611	$2,000	$3,222	36.5%
RANGE $ 60k+	63	$11,197	$4,503	$3,529	$3,166	28.3%	515	$8,431	$429	$4,352	$1,832	$2,676	30.2%
EAV PER PUPIL RANGE $ 40,000+:													
A01AA	2	$12,077	$3,110	$5,857	$3,110	25.8%	19	$6,618	$953	$3,133	$1,609	$2,829	37.4%
A02AA	1	$15,450	$2,688	10,074	$2,688	17.4%	11	$7,061	$1,148	$3,291	$1,969	$2,949	35.9%
A03AA						%	13	$6,910	$209	$4,006	$2,000	$1,113	15.6%
A04AA						%	20	$7,939	$387	$3,530	$1,900	$2,896	34.8%
A05AA	1	$15,450	$3,214	$9,022	$3,214	20.8%	20	$6,725	$121	$3,229	$2,000	$1,617	23.6%
A08AA	2	$15,481	$3,185	$9,110	$3,186	20.6%	50	$3,189	$667	$3,070	$631	$155	4.0%
A09AA						%	11	$5,471	$559	$3,178	$1,262	$1,590	26.4%
A11AA	11	$10,796	$3,639	$3,799	$3,358	31.1%	77	$9,651	$229	$3,639	$2,000	$4,241	42.9%
B1717	2	$11,572	$3,509	$4,554	$3,509	30.3%	44	$6,873	$247	$3,509	$1,881	$1,730	24.3%
E3333	7	$10,014	$6,065	$1,031	$2,918	29.1%	169	$8,642	$456	$4,612	$1,925	$2,561	28.2%
E3535	6	$10,822	$6,003	$552	$4,267	39.4%	106	$12,444	$163	$4,313	$2,000	$6,294	49.9%
F3636						%	89	$8,885	$661	$3,278	$2,000	$4,268	44.7%
F3737	1	$12,530	$2,872	$6,786	$2,872	22.9%	23	$4,515	$393	$3,109	$1,621	$178	3.6%
F38FF	2	$8,557	$3,662	$1,602	$3,293	38.5%	14	$5,514	$882	$3,523	$1,583	$1,290	20.2%
F39FF	4	$11,566	$2,955	$5,655	$2,956	25.6%	56	$4,353	$384	$3,035	$1,392	$310	6.5%

APPENDIX G-3. COMPARISON OF PRIVATE FACILITY AND EXTRAORDINARY REIMBURSEMENT FOR TMH STUDENTS.

	PRIVATE FACILITY TUITION (FUND CODE B)--------						EXTRAORDINARY SERVICES (FUND CODE C)------------------						
SERV UNIT	COUNT	EDCOST PER FTE	REG ED PER FTE	FAC REI PER F/E	EXCESS PER FTE	EXCESS PERCENT	COUNT	EDCOST PER FTE	TRANS PER FTE	REG ED PER FTE	EXTRA PER FTE	EXCESS PER FTE	EXCESS PERCENT
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F40FF						%							%
F41FF						%	89	$7,598	$288	$3,720	$2,000	$2,166	27.5%
F43FF						%	2	$8,082	$94	$3,554	$1,877	$2,745	33.6%
F4444	7	$11,003	$2,865	$5,273	$2,865	26.0%	57	$4,938	$580	$3,012	$1,406	$1,100	19.9%
F45FF	1	$12,530	$2,889	$6,752	$2,889	23.1%	93	$7,449	$792	$3,193	$1,838	$3,210	39.0%
F48KK	1	$15,439	$3,080	$9,278	$3,081	20.0%							%
F49KK						%	2	$5,572	$1,303	$3,646	$1,687	$1,542	22.4%
F50KK	1	$9,516	$2,636	$4,243	$2,637	27.7%	47	$6,404	$523	$2,737	$2,000	$2,190	31.6%
G5353	2	$10,220	$3,583	$3,521	$3,116	30.5%	22	$7,722	$565	$3,436	$2,000	$2,851	34.4%
G5656	3	$11,525	$3,997	$3,758	$3,770	32.7%	24	$10,800	$310	$3,997	$2,000	$5,113	46.0%
H7070	1	$9,676	$2,761	$4,153	$2,762	28.5%	64	$5,466	$162	$2,729	$1,791	$1,108	19.7%
H7171	16	$6,823	$3,397	$2,204	$1,222	17.9%	31	$6,617	$404	$3,306	$1,496	$2,219	31.6%
H7272	2	$10,852	$3,235	$4,381	$3,236	29.8%	18	$7,208	$239	$3,235	$2,000	$2,212	29.7%
H7373	3	$10,852	$3,424	$4,003	$3,425	31.6%	20	$4,978	$185	$3,623	$1,400	$140	2.7%
H7474	2	$5,328	$2,557	$1,932	$839	15.7%	10	$7,739	$1,040	$2,830	$2,000	$3,949	45.0%
H7575	1	$12,818	$3,079	$6,659	$3,080	24.0%	18	$7,488	$290	$3,079	$1,954	$2,745	35.3%
H7777	27	$12,773	$3,171	$6,518	$3,084	24.1%	76	$7,424	$452	$3,591	$1,989	$2,296	29.2%
H7979						%	11	$9,450	$690	$3,005	$2,000	$5,135	50.6%
I8181						%	12	$2,481	$1,738	$2,834	$1,102	$283	6.7%
K63LL	1	$10,341	$3,452	$3,436	$3,453	33.4%	24	$5,620	$448	$3,278	$1,878	$912	15.0%
K64LL						%	21	$6,334	$1,999	$3,369	$1,995	$2,969	35.6%
K68LL						%	79	$5,468	$536	$2,970	$1,973	$1,061	17.7%
K6969						%	113	$5,539	$464	$2,921	$1,988	$1,094	18.2%
RANGE													
$ 40k+	107	$10,739	$3,560	$4,341	$2,839	26.4%	1555	$7,221	$477	$3,450	$1,829	$2,419	31.4%

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EAV PER PUPIL RANGE $ 20,000+:

A14AA	1	$12,837	$3,525	$5,787	$3,525	27.5%	37	$5,674	$347	$3,526	$2,000	$495	8.2%
F42FF	1	$16,510	$2,725	11,059	$2,726	16.5%	10	$3,720	$762	$2,830	$1,496	$156	3.5%
G5757	2	$13,574	$3,194	$7,186	$3,194	23.5%	24	$8,102	$398	$3,194	$2,000	$3,306	38.9%
G6161	1	$10,227	$4,426	$1,375	$4,426	43.3%	55	$6,395	$379	$3,501	$1,702	$1,571	23.2%
G6262	2	$8,524	$3,519	$1,730	$3,275	38.4%	24	$7,645	$317	$3,519	$1,961	$2,482	31.2%
H7878	1	$10,940	$3,234	$4,472	$3,234	29.6%	36	$6,026	$348	$3,233	$2,000	$1,141	17.9%
I8080						%	30	$5,287	$821	$2,809	$1,751	$1,548	25.4%
I8282						%	45	$6,919	$492	$3,162	$2,000	$2,249	30.3%
I8383						%	66	$5,442	$667	$3,247	$1,945	$917	15.0%
I8484						%	64	$7,008	$468	$3,172	$1,940	$2,364	31.6%
I8585						%	38	$5,783	$264	$2,962	$2,000	$1,085	17.9%
I8686						%	41	$8,203	$275	$3,495	$1,846	$3,137	37.0%
K67LL	1	$13,492	$3,434	$6,625	$3,433	25.4%	43	$7,717	$333	$3,340	$2,000	$2,710	33.7%

APPENDIX G-3. COMPARISON OF PRIVATE FACILITY AND EXTRAORDINARY REIMBURSEMENT FOR TMH STUDENTS.

	PRIVATE FACILITY TUITION (FUND CODE B)--------						EXTRAORDINARY SERVICES (FUND CODE C)-------------------						
SERV UNIT	COUNT	EDCOST PER FTE	REG ED PER FTE	FAC REI PER FTE	EXCESS PER FTE	EXCESS PERCENT	COUNT	EDCOST PER FTE	TRANS PER FTE	REG ED PER FTE	EXTRA PER FTE	EXCESS PER FTE	EXCESS PERCENT
RANGE $ 20k+	9	$11,203	$3,504	$4,266	$3,433	30.6%	513	$6,561	$442	$3,264	$1,913	$1,825	26.1%
EAV PER PUPIL RANGE $ 0,000+:													
H7676	35	$9,502	$3,785	$2,472	$3,245	34.1%	71	$7,724	$372	$3,740	$2,000	$2,356	29.1%
RANGE $ 0k+	35	$9,502	$3,785	$2,472	$3,244	34.1%	71	$7,724	$372	$3,740	$2,000	$2,356	29.1%
STATE TOTAL EXCLUDING CHICAGO:	354	$10,751	$4,732	$3,016	$3,003	27.9%	3979	$8,911	$479	$4,244	$1,887	$3,260	34.7%
CHICAGO SCHOOL DISTRICT 299:	309	$11,125	$4,231	$2,881	$4,013	36.1%	1306	$5,774	$504	$4,231	$1,995	$52	0.8%
STATE TOTAL:	663	$10,922	$4,503	$2,955	$3,464	31.7%	5285	$8,119	$486	$4,240	$1,915	$2,450	28.5%

APPENDIX G-4. EXTRAORDINARY SERVICES REIMBURSEMENT FOR S/PMH STUDENTS.

SERV UNIT	COUNT	FTE	EDUCATION COST	TRANSPORT COST	REGULAR ED TUITION	EXTRAORDINA REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	TRANS PER FTE	TUITION PER FTE	EXTRA PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
EAV PER PUPIL RANGE $120,000+:													
C1818	31	30.585	$466,843	$31,591	$186,732	$61,170	$250,532	$15,264	$1,033	$6,105	$2,000	$8,192	50.3%
C1919	23	22.111	$399,692	$6,553	$196,295	$44,222	$165,728	$18,077	$296	$8,878	$2,000	$7,495	40.8%
C20CC	1	1.000	$11,595	$0	$9,263	$2,000	$332	$11,595	$0	$9,263	$2,000	$332	2.9%
C21CC	7	7.000	$93,621	$3,092	$51,729	$14,000	$30,984	$13,374	$442	$7,390	$2,000	$4,426	32.0%
D2525	4	4.000	$83,072	$4,470	$19,764	$8,000	$59,778	$20,768	$1,118	$4,941	$2,000	$14,945	68.3%
D2727													%
D3030	4	3.581	$61,125	$1,507	$22,051	$7,162	$33,419	$17,069	$421	$6,158	$2,000	$9,332	53.4%
F47FF	13	13.000	$114,003	$13,932	$47,637	$24,852	$55,446	$8,769	$1,072	$3,664	$1,912	$4,265	43.3%
G5555													%
RANGE $120k+	83	81.277	$1,229,951	$61,145	$533,471	$161,406	$596,219	$15,133	$752	$6,564	$1,986	$7,336	46.2%
EAV PER PUPIL RANGE $100,000+:													
A06AA													%
C22CC	2	2.000	$42,328	$598	$11,878	$4,000	$27,048	$21,164	$299	$5,939	$2,000	$13,524	63.0%
C23CC													%
D2424	50	45.626	$596,236	$30,216	$217,249	$91,252	$317,951	$13,068	$662	$4,762	$2,000	$6,968	50.8%
D9494	5	5.000	$60,501	$1,558	$22,355	$10,000	$29,704	$12,100	$312	$4,471	$2,000	$5,941	47.9%
G6060	2	2.000	$21,228	$2,246	$9,944	$4,000	$9,530	$10,614	$1,123	$4,972	$2,000	$4,765	40.6%
RANGE $100k+	59	54.626	$720,293	$34,618	$261,426	$109,252	$384,233	$13,186	$634	$4,786	$2,000	$7,034	50.9%
EAV PER PUPIL RANGE $ 80,000+:													
A12AA	2	2.000	$27,268	$1,428	$7,104	$4,000	$17,592	$13,634	$714	$3,552	$2,000	$8,796	61.3%
B1616	14	12.396	$122,975	$8,293	$54,286	$24,792	$52,190	$9,921	$669	$4,379	$2,000	$4,211	39.8%
D2626	16	15.068	$187,920	$5,412	$64,061	$28,600	$100,671	$12,471	$359	$4,251	$1,898	$6,681	52.1%
D2828	18	17.286	$269,385	$7,420	$88,883	$34,572	$153,350	$15,584	$429	$5,142	$2,000	$8,871	55.4%
D2929	16	14.423	$175,126	$0	$68,401	$28,846	$77,879	$12,142	$0	$4,742	$2,000	$5,400	44.5%
D3131	22	19.947	$268,953	$12,288	$101,890	$39,894	$139,457	$13,483	$616	$5,108	$2,000	$6,991	49.6%
D9595	1	1.000	$12,618	$2,218	$4,343	$2,000	$8,493	$12,618	$2,218	$4,343	$2,000	$8,493	57.2%
F88FF	9	6.974	$51,475	$4,064	$28,265	$13,948	$13,326	$7,381	$583	$4,053	$2,000	$1,911	24.0%
K65LL													%

BEST COPY AVAILABLE

SERV UNIT	COUNT	FTE	EDUCATION COST	TRANSPORT COST	REGULAR ED TUITION	EXTRAORDINA REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	TRANS PER FTE	TUITION PER FTE	EXTRA PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
RANGE $ 80k+	98	89.094	$1,115,720	$41,123	$417,233	$176,652	$562,958	$12,523	$462	$4,683	$1,983	$6,319	48.7%

* * *

EAV PER PUPIL RANGE $ 60,000+:

SERV UNIT	COUNT	FTE	EDUCATION COST	TRANSPORT COST	REGULAR ED TUITION	EXTRAORDINA REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	TRANS PER FTE	TUITION PER FTE	EXTRA PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
A07AA	6	5.237	$43,325	$1,383	$17,302	$8,474	$18,932	$8,273	$264	$3,304	$1,618	$3,615	42.3%
A10AA	5	5.000	$54,295	$1,185	$15,870	$10,000	$29,610	$10,859	$237	$3,174	$2,000	$5,922	53.4%
A13AA													%
B1515	7	5.436	$63,495	$1,296	$18,269	$10,872	$35,650	$11,680	$238	$3,361	$2,000	$6,557	55.0%
D9090	9	8.545	$147,389	$5,124	$40,837	$17,090	$94,586	$17,249	$600	$4,779	$2,000	$11,070	62.0%
E3232	13	12.067	$124,776	$11,873	$72,153	$23,750	$40,746	$10,340	$984	$5,979	$1,968	$3,377	29.8%
E3434	18	17.590	$153,593	$26,358	$78,612	$32,219	$69,120	$8,732	$1,498	$4,469	$1,832	$3,929	38.4%
F46FF													%
F51KK	14	11.822	$73,463	$2,795	$42,205	$23,644	$10,409	$6,214	$236	$3,570	$2,000	$880	13.6%
G5252	6	4.999	$52,718	$1,683	$18,709	$9,998	$25,694	$10,546	$337	$3,743	$2,000	$5,140	47.2%
G5454													%
G5858	1	0.954	$13,533	$310	$5,757	$1,908	$6,178	$14,186	$325	$6,035	$2,000	$6,476	44.6%
G5959	1	0.977	$6,704	$743	$3,190	$1,954	$2,303	$6,862	$760	$3,265	$2,000	$2,357	30.9%
K66LL	30	28.252	$350,522	$1,435	$102,017	$56,504	$193,436	$12,407	$51	$3,611	$2,000	$6,847	55.0%
RANGE $ 60k+	110	100.879	$1,083,813	$54,185	$414,921	$196,413	$526,664	$10,744	$537	$4,113	$1,947	$5,221	46.3%

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EAV PER PUPIL RANGE $ 40,000+:

SERV UNIT	COUNT	FTE	EDUCATION COST	TRANSPORT COST	REGULAR ED TUITION	EXTRAORDINA REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	TRANS PER FTE	TUITION PER FTE	EXTRA PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
A01AA	2	2.000	$13,584	$2,190	$5,745	$4,000	$6,029	$6,792	$1,095	$2,873	$2,000	$3,014	38.2%
A02AA	1	1.000	$10,282	$557	$3,228	$2,000	$5,611	$10,282	$557	$3,228	$2,000	$5,611	51.8%
A03AA	24	23.965	$178,680	$5,009	$96,004	$47,930	$39,755	$7,456	$209	$4,006	$2,000	$1,659	21.6%
A04AA	4	3.885	$28,223	$1,158	$14,441	$7,770	$7,170	$7,265	$298	$3,717	$2,000	$1,846	24.4%
A05AA	6	6.000	$45,769	$1,442	$19,284	$12,000	$15,927	$7,628	$240	$3,214	$2,000	$2,654	33.7%
A08AA	12	10.970	$55,659	$2,344	$35,644	$19,821	$2,538	$5,074	$214	$3,249	$1,807	$232	4.4%
A09AA	1	1.000	$4,889	$444	$3,172	$2,000	$161	$4,889	$444	$3,172	$2,000	$161	3.0%
A11AA	24	22.361	$227,235	$5,097	$81,372	$44,722	$106,238	$10,162	$228	$3,639	$2,000	$4,751	45.7%
B1717	2	2.000	$16,134	$454	$7,018	$4,000	$5,570	$8,067	$227	$3,509	$2,000	$2,785	33.6%
E3333	61	52.257	$441,808	$25,906	$255,228	$95,845	$116,641	$8,455	$496	$4,884	$1,834	$2,233	24.9%
E3535	51	46.694	$573,116	$7,871	$198,804	$93,388	$288,795	$12,274	$169	$4,258	$2,000	$6,185	49.7%
F3636	20	18.722	$180,716	$10,485	$59,197	$37,444	$94,560	$9,653	$560	$3,162	$2,000	$5,051	49.5%
F3737	2	2.000	$10,082	$676	$5,902	$4,000	$856	$5,041	$338	$2,951	$2,000	$428	8.0%
F38FF	3	2.448	$21,834	$4,627	$9,487	$4,896	$12,078	$8,919	$1,890	$3,875	$2,000	$4,934	45.6%
F39FF	15	14.345	$49,667	$6,790	$42,272	$13,763	$422	$3,462	$473	$2,947	$959	$29	0.7%

SERV UNIT	COUNT	FTE	EDUCATION COST	TRANSPORT COST	REGULAR ED TUITION	EXTRAORDINA REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	TRANS PER FTE	TUITION PER FTE	EXTRA PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
F40FF	29	24.769	$279,278	$18,402	$79,025	$49,006	$169,649	$11,275	$743	$3,190	$1,979	$6,849	57.0%
F41FF	35	31.295	$326,989	$12,329	$116,417	$62,590	$160,311	$10,449	$394	$3,720	$2,000	$5,123	47.2%
F43FF	7	6.880	$56,774	$5,539	$22,429	$13,760	$26,124	$8,252	$805	$3,260	$2,000	$3,797	41.9%
F4444	7	6.827	$31,009	$5,410	$23,076	$9,762	$3,581	$4,542	$792	$3,380	$1,430	$524	9.8%
F45FF	32	29.404	$238,461	$17,272	$99,720	$57,173	$98,840	$8,110	$587	$3,391	$1,944	$3,362	38.6%
F48KK													%
F49KK	2	2.000	$9,784	$1,047	$6,586	$4,000	$245	$4,892	$524	$3,293	$2,000	$123	2.3%
F50KK	2	1.267	$7,455	$1,082	$4,593	$2,534	$1,410	$5,884	$854	$3,625	$2,000	$1,113	16.5%
G5353	5	4.240	$44,732	$2,713	$14,281	$8,480	$24,684	$10,550	$640	$3,368	$2,000	$5,822	52.0%
G5656													%
H7070	15	14.034	$86,982	$1,652	$39,060	$25,839	$23,735	$6,198	$118	$2,783	$1,841	$1,692	26.8%
H7171													%
H7272	1	0.634	$4,946	$134	$2,051	$1,268	$1,761	$7,801	$211	$3,235	$2,000	$2,777	34.7%
H7373	5	5.000	$24,870	$1,090	$17,120	$8,751	$89	$4,974	$218	$3,424	$1,750	$18	0.3%
H7474	2	1.681	$21,447	$1,296	$4,587	$3,362	$14,794	$12,758	$771	$2,729	$2,000	$8,800	65.0%
H7575	1	1.000	$7,795	$292	$3,079	$2,000	$3,008	$7,795	$292	$3,079	$2,000	$3,008	37.2%
H7777	1	1.000	$10,016	$474	$2,392	$2,000	$6,098	$10,016	$474	$2,392	$2,000	$6,098	58.1%
H7979													%
I8181	3	2.528	$6,889	$6,246	$7,238	$2,215	$3,682	$2,725	$2,471	$2,863	$876	$1,457	28.0%
K63LL	2	2.000	$15,889	$1,981	$7,732	$2,260	$7,878	$7,945	$991	$3,866	$1,130	$3,940	44.1%
K64LL													%
K68LL	1	1.000	$11,513	$0	$2,875	$2,000	$6,638	$11,513	$0	$2,875	$2,000	$6,638	57.7%
K6969	43	41.349	$367,283	$20,640	$120,250	$82,280	$185,393	$8,883	$499	$2,908	$1,990	$4,484	47.8%
RANGE $ 40k+	421	386.555	$3,409,790	$172,649	$1,409,309	$732,859	$1,440,271	$8,821	$447	$3,646	$1,896	$3,726	40.2%

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EAV PER PUPIL RANGE $ 20,000+:

SERV UNIT	COUNT	FTE	EDUCATION COST	TRANSPORT COST	REGULAR ED TUITION	EXTRAORDINA REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	TRANS PER FTE	TUITION PER FTE	EXTRA PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
A14AA	9	9.000	$94,968	$5,974	$31,734	$18,000	$51,208	$10,552	$664	$3,526	$2,000	$5,690	50.7%
F42FF	1	1.000	$4,350	$699	$2,725	$2,000	$324	$4,350	$699	$2,725	$2,000	$324	6.4%
G5757	2	2.000	$31,531	$2,857	$6,388	$4,000	$24,000	$15,766	$1,429	$3,194	$2,000	$12,001	69.8%
G6161	10	6.570	$65,258	$1,775	$25,507	$13,140	$28,386	$9,933	$270	$3,882	$2,000	$4,321	42.3%
G6262	2	2.000	$30,341	$1,086	$7,038	$4,000	$20,389	$15,171	$543	$3,519	$2,000	$10,195	64.9%
H7878													%
I8080	10	9.702	$59,315	$11,909	$26,208	$19,404	$25,612	$6,114	$1,227	$2,701	$2,000	$2,640	36.0%
I8282	9	8.497	$74,830	$3,010	$25,774	$16,994	$35,072	$8,807	$354	$3,033	$2,000	$4,128	45.1%
I8383	16	14.103	$73,545	$9,232	$48,220	$26,602	$7,955	$5,215	$655	$3,419	$1,886	$565	9.6%
I8484	8	7.891	$55,615	$3,755	$22,908	$15,782	$20,680	$7,048	$476	$2,903	$2,000	$2,621	34.8%
I8585	7	6.605	$56,222	$1,596	$19,396	$13,210	$25,212	$8,512	$242	$2,937	$2,000	$3,817	43.6%
I8686													%
K67LL	21	19.406	$166,358	$13,570	$64,889	$38,812	$76,227	$8,573	$699	$3,344	$2,000	$3,928	42.4%

SERV UNIT	COUNT	FTE	EDUCATION COST	TRANSPORT COST	REGULAR ED TUITION	EXTRAORDINA REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	TRANS PER FTE	TUITION PER FTE	EXTRA PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
RANGE $ 20k+	95	86.774	$712,333	$55,463	$280,787	$171,944	$315,065	$8,209	$639	$3,236	$1,982	$3,631	41.0%

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EAV PER PUPIL RANGE $ 0,000+:

SERV UNIT	COUNT	FTE	EDUCATION COST	TRANSPORT COST	REGULAR ED TUITION	EXTRAORDINA REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	TRANS PER FTE	TUITION PER FTE	EXTRA PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
H7676													%
RANGE $ 0k+	0	0.000	$0	$0	$0	$0	$0						%

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	COUNT	FTE	EDUCATION COST	TRANSPORT COST	REGULAR ED TUITION	EXTRAORDINA REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	TRANS PER FTE	TUITION PER FTE	EXTRA PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
STATE TOTAL EXCLUDING CHICAGO:	866	799.205	$8,271,900	$419,183	$3,317,147	$1,548,526	$3,825,410	$10,350	$524	$4,151	$1,938	$4,787	44.0%
CHICAGO SCHOOL DISTRICT 299:	30	16.131	$93,154	$14,460	$68,251	$32,058	$7,305	$5,775	$896	$4,231	$1,987	$453	6.8%
STATE TOTAL:	896	815.336	$8,365,054	$433,643	$3,385,398	$1,580,584	$3,832,715	$10,260	$532	$4,152	$1,939	$4,701	43.6%

APPENDIX G-5. PRIVATE FACILITY TUITION REIMBURSEMENT FOR S/PMH STUDENTS.

EAV PER PUPIL RANGE $120,000+:

SERV UNIT	COUNT	FTE	EDUCATION COST	REGULAR ED TUITION	PRIVATE FAC REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	REG ED PER FTE	FAC REIM PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
C1818	23	23.000	$253,413	$155,345	$32,346	$65,722	$11,018	$6,754	$1,406	$2,858	25.9%
C1919	10	9.770	$71,434	$76,156	$0	-$4,722	$7,312	$7,795	$0	-$483	-6.6%
C20CC	2	2.000	$17,444	$15,921	$0	$1,523	$8,722	$7,961	$0	$761	8.7%
C21CC	8	6.806	$69,880	$51,636	$1,561	$16,683	$10,267	$7,587	$229	$2,451	23.9%
D2525	6	5.784	$53,439	$38,936	$0	$14,503	$9,239	$6,732	$0	$2,507	27.1%
D2727											%
D3030	1	1.000	$14,573	$9,489	$0	$5,084	$14,573	$9,489	$0	$5,084	34.9%
F47FF	1	0.990	$15,848	$3,609	$8,631	$3,608	$16,008	$3,645	$8,718	$3,645	22.8%
G5555	3	2.770	$26,556	$9,559	$11,099	$5,898	$9,587	$3,451	$4,007	$2,129	22.2%
RANGE $120k+	54	52.120	$522,587	$360,651	$53,637	$108,299	$10,027	$6,920	$1,029	$2,078	20.7%

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EAV PER PUPIL RANGE $100,000+:

SERV UNIT	COUNT	FTE	EDUCATION COST	REGULAR ED TUITION	PRIVATE FAC REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	REG ED PER FTE	FAC REIM PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
A06AA	7	6.041	$52,054	$20,831	$15,818	$15,405	$8,617	$3,448	$2,618	$2,551	29.6%
C22CC	6	3.436	$35,630	$20,405	$1,040	$14,185	$10,370	$5,939	$303	$4,128	39.8%
C2[illegible]CC	2	2.000	$18,669	$19,290	$0	-$621	$9,335	$9,645	$0	-$310	-3.3%
D2424	9	6.536	$59,041	$36,843	$7,502	$14,696	$9,033	$5,637	$1,148	$2,248	24.9%
D9494	4	3.150	$39,786	$14,084	$12,172	$13,530	$12,630	$4,471	$3,864	$4,295	34.0%
G6060	9	7.895	$96,233	$32,559	$31,810	$31,864	$12,189	$4,124	$4,029	$4,036	33.1%
RANGE $100k+	37	29.058	$301,413	$144,012	$68,342	$89,059	$10,373	$4,956	$2,352	$3,065	29.5%

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EAV PER PUPIL RANGE $ 80,000+:

SERV UNIT	COUNT	FTE	EDUCATION COST	REGULAR ED TUITION	PRIVATE FAC REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	REG ED PER FTE	FAC REIM PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
A12AA											%
B1616	14	11.755	$93,603	$62,818	$8,920	$21,865	$7,963	$5,344	$759	$1,860	23.4%
D2626	9	8.256	$78,618	$47,507	$4,420	$26,691	$9,523	$5,754	$535	$3,234	34.0%
D2828	4	3.821	$33,767	$25,205	$98	$8,464	$8,837	$6,596	$26	$2,215	25.1%
D2929	13	12.734	$144,809	$72,788	$27,436	$44,585	$11,372	$5,716	$2,155	$3,501	30.8%
D3131	5	3.813	$49,326	$25,879	$5,958	$17,489	$12,936	$6,787	$1,563	$4,586	35.5%
D9595	3	3.000	$29,626	$13,029	$6,201	$10,396	$9,875	$4,343	$2,067	$3,465	35.1%
F88FF	2	1.314	$12,515	$5,326	$1,865	$5,324	$9,524	$4,053	$1,419	$4,052	42.5%
K65LL	1	0.551	$3,854	$1,881	$599	$1,374	$6,995	$3,414	$1,087	$2,494	35.7%

BEST COPY AVAILABLE

SERV UNIT	COUNT	FTE	EDUCATION COST	REGULAR ED TUITION	PRIVATE FAC REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	REG ED PER FTE	FAC REIM PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
RANGE $ 80k+	51	45.244	$446,118	$254,433	$55,497	$136,188	$9,860	$5,624	$1,227	$3,010	30.5%

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EAV PER PUPIL RANGE $ 60,000+:

SERV UNIT	COUNT	FTE	EDUCATION COST	REGULAR ED TUITION	PRIVATE FAC REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	REG ED PER FTE	FAC REIM PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
A07AA	2	2.000	$9,582	$7,228	$1,772	$582	$4,791	$3,614	$886	$291	6.1%
A10AA	5	4.436	$44,642	$14,080	$19,510	$11,052	$10,064	$3,174	$4,398	$2,492	24.8%
A13AA											%
B1515	9	8.666	$94,849	$32,103	$38,212	$24,534	$10,945	$3,704	$4,409	$2,832	25.9%
D9090											%
E3232	7	6.014	$52,110	$25,222	$8,518	$18,370	$8,665	$4,194	$1,416	$3,055	35.3%
E3434	12	10.191	$84,410	$43,621	$19,382	$21,407	$8,283	$4,280	$1,902	$2,101	25.4%
F46FF											%
F51KK	5	3.792	$32,026	$13,537	$6,491	$11,998	$8,446	$3,570	$1,712	$3,164	37.5%
G5252											%
G5454	6	5.247	$63,251	$20,512	$22,227	$20,512	$12,055	$3,909	$4,236	$3,910	32.4%
G5858	9	7.268	$88,607	$43,863	$5,859	$38,885	$12,191	$6,035	$806	$5,350	43.9%
G5959	11	8.878	$83,488	$36,082	$22,104	$25,302	$9,404	$4,064	$2,490	$2,850	30.3%
K66LL											%
RANGE $ 60k+	66	56.492	$552,965	$236,248	$144,075	$172,642	$9,788	$4,182	$2,550	$3,056	31.2%

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EAV PER PUPIL RANGE $ 40,000+:

SERV UNIT	COUNT	FTE	EDUCATION COST	REGULAR ED TUITION	PRIVATE FAC REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	REG ED PER FTE	FAC REIM PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
A01AA	6	5.791	$45,616	$18,150	$13,708	$13,758	$7,877	$3,134	$2,367	$2,376	30.2%
A02AA	1	1.000	$6,993	$4,342	$158	$2,493	$6,993	$4,342	$158	$2,493	35.6%
A03AA	12	10.961	$82,771	$43,910	$10,382	$28,479	$7,551	$4,006	$947	$2,598	34.4%
A04AA	6	6.000	$41,958	$22,302	$4,698	$14,958	$6,993	$3,717	$783	$2,493	35.6%
A05AA	1	1.000	$5,372	$3,214	$1,286	$872	$5,372	$3,214	$1,286	$872	16.2%
A08AA	6	5.509	$34,669	$18,778	$6,012	$9,879	$6,293	$3,409	$1,091	$1,793	28.5%
A09AA	3	2.714	$15,589	$8,399	$3,774	$3,416	$5,744	$3,095	$1,391	$1,258	21.9%
A11AA	12	10.470	$127,257	$38,100	$54,087	$35,070	$12,154	$3,639	$5,166	$3,349	27.6%
B1717	1	1.000	$4,852	$3,509	$991	$352	$4,852	$3,509	$991	$352	7.3%
E3333	7	5.753	$45,009	$29,376	$5,899	$9,734	$7,824	$5,106	$1,025	$1,693	21.6%
E3535	18	16.444	$144,618	$89,177	$13,039	$42,402	$8,795	$5,423	$793	$2,579	29.3%
F3636	13	11.058	$105,798	$35,246	$38,330	$32,222	$9,568	$3,187	$3,466	$2,915	30.5%
F3737	4	3.168	$22,397	$9,975	$5,617	$6,805	$7,070	$3,149	$1,773	$2,148	30.4%
F38FF	4	2.999	$18,711	$8,807	$5,172	$4,732	$6,239	$2,937	$1,725	$1,577	25.3%
F39FF	16	14.992	$174,317	$43,250	$88,126	$42,941	$11,627	$2,885	$5,878	$2,864	24.6%

SERV UNIT	COUNT	FTE	EDUCATION COST	REGULAR ED TUITION	PRIVATE FAC REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	REG ED PER FTE	FAC REIM PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
F40FF	1	1.000	$4,364	$3,713	$651	$0	$4,364	$3,713	$651	$0	0.0%
F41FF	7	6.736	$73,057	$25,058	$22,938	$25,061	$10,846	$3,720	$3,405	$3,721	34.3%
F43FF	2	2.000	$32,155	$9,110	$13,934	$9,111	$16,078	$4,555	$6,967	$4,556	28.3%
F4444	6	6.000	$62,814	$18,745	$26,550	$17,519	$10,469	$3,124	$4,425	$2,920	27.9%
F45FF	6	4.333	$38,725	$13,875	$10,974	$13,876	$8,937	$3,202	$2,533	$3,202	35.8%
F48KK	8	6.074	$63,894	$18,377	$27,141	$18,376	$10,519	$3,026	$4,468	$3,025	28.8%
F49KK	18	17.176	$156,156	$49,744	$56,667	$49,745	$9,092	$2,896	$3,299	$2,897	31.9%
F50KK	5	5.000	$62,675	$14,982	$32,711	$14,982	$12,535	$2,996	$6,542	$2,997	23.9%
G5353	7	6.764	$73,886	$24,046	$27,639	$22,201	$10,923	$3,555	$4,086	$3,282	30.0%
G5656	5	4.693	$56,579	$18,758	$19,065	$18,756	$12,056	$3,997	$4,062	$3,997	33.2%
H7070	6	5.837	$65,854	$14,607	$39,097	$12,150	$11,282	$2,502	$6,698	$2,082	18.4%
H7171	16	15.237	$167,247	$50,897	$65,457	$50,893	$10,976	$3,340	$4,296	$3,340	30.4%
H7272	12	10.477	$111,132	$33,895	$43,334	$33,903	$10,607	$3,235	$4,136	$3,236	30.5%
H7373	11	10.907	$118,220	$37,346	$43,518	$37,356	$10,839	$3,424	$3,990	$3,425	31.6%
H7474	13	10.693	$116,976	$30,973	$57,373	$28,630	$10,939	$2,897	$5,365	$2,677	24.5%
H7575	3	2.951	$26,203	$9,087	$10,659	$6,457	$8,879	$3,079	$3,612	$2,188	24.6%
H7777	4	3.229	$31,891	$11,649	$8,943	$11,299	$9,876	$3,608	$2,770	$3,498	35.4%
H7979	2	2.000	$25,624	$5,328	$14,968	$5,328	$12,812	$2,664	$7,484	$2,664	20.8%
I8181											%
K63LL	3	2.985	$27,278	$11,961	$7,635	$7,682	$9,138	$4,007	$2,558	$2,573	28.2%
K64LL	1	0.895	$9,169	$2,752	$3,666	$2,751	$10,245	$3,075	$4,096	$3,074	30.0%
K68LL	15	13.575	$113,543	$40,062	$35,835	$37,646	$8,364	$2,951	$2,640	$2,773	33.2%
K6969	5	4.990	$50,244	$14,982	$20,281	$14,981	$10,069	$3,002	$4,064	$3,003	29.8%
RANGE $ 40k+	266	242.411	$2,363,613	$836,482	$840,315	$686,816	$9,750	$3,451	$3,466	$2,833	29.1%

* * *

EAV PER PUPIL RANGE $ 20,000+:

SERV UNIT	COUNT	FTE	EDUCATION COST	REGULAR ED TUITION	PRIVATE FAC REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	REG ED PER FTE	FAC REIM PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
A14AA	7	5.455	$69,243	$19,234	$33,474	$16,535	$12,693	$3,526	$6,136	$3,031	23.9%
F42FF	1	1.000	$15,400	$2,384	$10,631	$2,385	$15,400	$2,384	$10,631	$2,385	15.5%
G5757	13	12.588	$154,345	$40,205	$73,926	$40,214	$12,261	$3,194	$5,873	$3,194	26.1%
G6161											%
G6262	2	2.000	$21,258	$7,038	$9,674	$4,546	$10,629	$3,519	$4,837	$2,273	21.4%
H7878	2	1.471	$10,535	$4,758	$3,501	$2,276	$7,162	$3,235	$2,380	$1,547	21.6%
I8080	3	3.000	$50,614	$13,192	$24,231	$13,191	$16,871	$4,397	$8,077	$4,397	26.1%
I8282											%
I8383											%
I8484	1	0.922	$7,727	$3,757	$392	$3,578	$8,381	$4,075	$425	$3,881	46.3%
I8585											%
I8686											%
K67LL	4	3.990	$43,797	$12,783	$21,149	$9,865	$10,977	$3,204	$5,301	$2,472	22.5%

BEST COPY AVAILABLE

SERV UNIT	COUNT	FTE	EDUCATION COST	REGULAR ED TUITION	PRIVATE FAC REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	REG ED PER FTE	FAC REIM PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
RANGE $ 20k+	33	30.426	$372,919	$103,351	$176,978	$92,590	$12,257	$3,397	$5,817	$3,043	24.8%
EAV PER PUPIL RANGE $ 0,000+:											
H7676	2	1.870	$12,875	$6,993	$2,180	$3,702	$6,885	$3,740	$1,166	$1,979	28.8%
RANGE $ 0k+	2	1.870	$12,875	$6,993	$2,180	$3,702	$6,885	$3,740	$1,166	$1,980	28.8%
STATE TOTAL EXCLUDING CHICAGO:											
	509	457.621	$4,572,490	$1,942,170	$1,341,024	$1,289,296	$9,992	$4,244	$2,930	$2,817	28.2%
CHICAGO SCHOOL DISTRICT 299:											
	891	740.908	$7,918,095	$3,134,971	$2,016,817	$2,766,307	$10,687	$4,231	$2,722	$3,734	34.9%
STATE TOTAL:											
	1400	1198.532	$12,490,585	$5,077,141	$3,357,841	$4,055,603	$10,422	$4,236	$2,802	$3,384	32.5%

APPENDIX G-6. COMPARISON OF PRIVATE FACILITY AND EXTRAORDINARY REIMBURSEMENT FOR S/PMH STUDENTS.

	PRIVATE FACILITY TUITION (FUND CODE B)--------						EXTRAORDINARY SERVICES (FUND CODE C)-------------------						
SERV UNIT	COUNT	EDCOST PER FTE	REG ED PER FTE	FAC REI PER FTE	EXCESS PER FTE	EXCESS PERCENT	COUNT	EDCOST PER FTE	TRANS PER FTE	REG ED PER FTE	EXTRA PER FTE	EXCESS PER FTE	EXCESS PERCENT
EAV PER PUPIL RANGE $120,000+:													
C1818	23	$11,018	$6,754	$1,406	$2,858	25.9%	31	$15,264	$1,033	$6,105	$2,000	$8,192	50.3%
C1919	10	$7,312	$7,795	$0	-$483	-6.6%	23	$18,077	$296	$8,878	$2,000	$7,495	40.8%
C20CC	2	$8,722	$7,961	$0	$761	8.7%	1	$11,595	$0	$9,263	$2,000	$332	2.9%
C21CC	8	$10,267	$7,587	$229	$2,451	23.9%	7	$13,374	$442	$7,390	$2,000	$4,426	32.0%
D2525	6	$9,239	$6,732	$0	$2,507	27.1%	4	$20,768	$1,118	$4,941	$2,000	$14,945	68.3%
D2727						%							%
D3030	1	$14,573	$9,489	$0	$5,084	34.9%	4	$17,069	$421	$6,158	$2,000	$9,332	53.4%
F47FF	1	$16,008	$3,645	$8,718	$3,645	22.8%	13	$8,769	$1,072	$3,664	$1,912	$4,265	43.3%
G5555	3	$9,587	$3,451	$4,007	$2,129	22.2%							%
RANGE $120k+	54	$10,027	$6,920	$1,029	$2,078	20.7%	83	$15,133	$752	$6,564	$1,986	$7,336	46.2%
EAV PER PUPIL RANGE $100,000+:													
A06AA	7	$8,617	$3,448	$2,618	$2,551	29.6%							%
C22CC	6	$10,370	$5,939	$303	$4,128	39.8%	2	$21,164	$299	$5,939	$2,000	$13,524	63.0%
C23CC	2	$9,335	$9,645	$0	-$310	-3.3%							%
D2424	9	$9,033	$5,637	$1,148	$2,248	24.9%	50	$13,068	$662	$4,762	$2,000	$6,968	50.8%
D9494	4	$12,630	$4,471	$3,864	$4,295	34.0%	5	$12,100	$312	$4,471	$2,000	$5,941	47.9%
G6060	9	$12,189	$4,124	$4,029	$4,036	33.1%	2	$10,614	$1,123	$4,972	$2,000	$4,765	40.6%
RANGE $100k+	37	$10,373	$4,956	$2,352	$3,065	29.5%	59	$13,186	$634	$4,786	$2,000	$7,034	50.9%
EAV PER PUPIL RANGE $ 80,000+:													
A12AA						%	2	$13,634	$714	$3,552	$2,000	$8,796	61.3%
B1616	14	$7,963	$5,344	$759	$1,860	23.4%	14	$9,921	$669	$4,379	$2,000	$4,211	39.8%
D2626	9	$9,523	$5,754	$535	$3,234	34.0%	16	$12,471	$359	$4,251	$1,898	$6,681	52.1%
D2828	4	$8,837	$6,596	$26	$2,215	25.1%	18	$15,584	$429	$5,142	$2,000	$8,871	55.4%
D2929	13	$11,372	$5,716	$2,155	$3,501	30.8%	16	$12,142	$0	$4,742	$2,000	$5,400	44.5%
D3131	5	$12,936	$6,787	$1,563	$4,586	35.5%	22	$13,483	$616	$5,108	$2,000	$6,991	49.6%
D9595	3	$9,875	$4,343	$2,067	$3,465	35.1%	1	$12,618	$2,218	$4,343	$2,000	$8,493	57.2%
F88FF	2	$9,524	$4,053	$1,419	$4,052	42.5%	9	$7,381	$583	$4,053	$2,000	$1,911	24.0%
K65LL	1	$6,995	$3,414	$1,087	$2,494	35.7%							%

	PRIVATE FACILITY TUITION (FUND CODE B)						EXTRAORDINARY SERVICES (FUND CODE C)						
SERV UNIT	COUNT	EDCOST PER FTE	REG ED PER FTE	FAC REI PER FTE	EXCESS PER FTE	EXCESS PERCENT	COUNT	EDCOST PER FTE	TRANS PER FTE	REG ED PER FTE	EXTRA PER FTE	EXCESS PER FTE	EXCESS PERCENT
RANGE $ 80k+	51	$9,860	$5,624	$1,227	$3,010	30.5%	98	$12,523	$462	$4,683	$1,983	$6,319	48.7%
EAV PER PUPIL RANGE $ 60,000+:													
A07AA	2	$4,791	$3,614	$886	$291	6.1%	6	$8,273	$264	$3,304	$1,618	$3,615	42.3%
A10AA	5	$10,064	$3,174	$4,398	$2,492	24.8%	5	$10,859	$237	$3,174	$2,000	$5,922	53.4%
A13AA						%							%
B1515	9	$10,945	$3,704	$4,409	$2,832	25.9%	7	$11,680	$238	$3,361	$2,000	$6,557	55.0%
D9090						%	9	$17,249	$600	$4,779	$2,000	$11,070	62.0%
E3232	7	$8,665	$4,194	$1,416	$3,055	35.3%	13	$10,340	$984	$5,979	$1,968	$3,377	29.8%
E3434	12	$8,283	$4,280	$1,902	$2,101	25.4%	18	$8,732	$1,498	$4,469	$1,832	$3,929	38.4%
F46FF						%							%
F51KK	5	$8,446	$3,570	$1,712	$3,164	37.5%	14	$5,214	$236	$3,570	$2,000	$880	13.6%
G5252						%	6	$10,546	$337	$3,743	$2,000	$5,140	47.2%
G5454	6	$12,055	$3,909	$4,236	$3,910	32.4%							%
G5858	9	$12,191	$6,035	$806	$5,350	43.9%	1	$14,186	$325	$6,035	$2,000	$6,476	44.6%
G5959	11	$9,404	$4,064	$2,490	$2,850	30.3%	1	$6,862	$760	$3,265	$2,000	$2,357	30.9%
K66LL						%	30	$12,407	$51	$3,611	$2,000	$6,847	55.0%
RANGE $ 60k+	66	$9,788	$4,182	$2,550	$3,056	31.2%	110	$10,744	$537	$4,113	$1,947	$5,221	46.3%
EAV PER PUPIL RANGE $ 40,000+:													
A01AA	6	$7,877	$3,134	$2,367	$2,376	30.2%	2	$6,792	$1,095	$2,873	$2,000	$3,014	38.2%
A02AA	1	$6,993	$4,342	$158	$2,493	35.6%	1	$10,282	$557	$3,228	$2,000	$5,611	51.8%
A03AA	12	$7,551	$4,006	$947	$2,598	34.4%	24	$7,456	$209	$4,006	$2,000	$1,659	21.6%
A04AA	6	$6,993	$3,717	$783	$2,493	35.6%	4	$7,265	$298	$3,717	$2,000	$1,846	24.4%
A05AA	1	$5,372	$3,214	$1,286	$872	16.2%	6	$7,628	$240	$3,214	$2,000	$2,654	33.7%
A08AA	6	$6,293	$3,409	$1,091	$1,793	28.5%	12	$5,074	$214	$3,249	$1,807	$232	4.4%
A09AA	3	$5,744	$3,095	$1,391	$1,258	21.9%	1	$4,889	$444	$3,172	$2,000	$161	3.0%
A11AA	12	$12,154	$3,639	$5,166	$3,349	27.6%	24	$10,162	$228	$3,639	$2,000	$4,751	45.7%
B1717	1	$4,852	$3,509	$991	$352	7.3%	2	$8,067	$227	$3,509	$2,000	$2,785	33.6%
E3333	7	$7,824	$5,106	$1,025	$1,693	21.6%	61	$8,455	$496	$4,884	$1,834	$2,233	24.9%
E3535	18	$8,795	$5,423	$793	$2,579	29.3%	51	$12,274	$169	$4,258	$2,000	$6,185	49.7%
F3636	13	$9,568	$3,187	$3,466	$2,915	30.5%	20	$9,653	$560	$3,162	$2,000	$5,051	49.5%
F3737	4	$7,070	$3,149	$1,773	$2,148	30.4%	2	$5,041	$338	$2,951	$2,000	$428	8.0%
F38FF	4	$6,239	$2,937	$1,725	$1,577	25.3%	3	$8,919	$1,890	$3,875	$2,000	$4,934	45.6%
F39FF	16	$11,627	$2,885	$5,878	$2,864	24.6%	15	$3,462	$473	$2,947	$959	$29	0.7%

APPENDIX G-6. COMPARISON OF PRIVATE FACILITY AND EXTRAORDINARY REIMBURSEMENT FOR S/PMH STUDENTS.

	PRIVATE FACILITY TUITION (FUND CODE B)--------						EXTRAORDINARY SERVICES (FUND CODE C)-------------------						
SERV UNIT	COUNT	EDCOST PER FTE	REG ED PER FTE	FAC REI PER FTE	EXCESS PER FTE	EXCESS PERCENT	COUNT	EDCOST PER FTE	TRANS PER FTE	REG ED PER FTE	EXTRA PER FTE	EXCESS PER FTE	EXCESS PERCENT
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F40FF	1	$4,364	$3,713	$651	$0	0.0%	29	$11,275	$743	$3,190	$1,979	$6,849	57.0%
F41FF	7	$10,846	$3,720	$3,405	$3,721	34.3%	35	$10,449	$394	$3,720	$2,000	$5,123	47.2%
F43FF	2	$16,078	$4,555	$6,967	$4,556	28.3%	7	$8,252	$805	$3,260	$2,000	$3,797	41.9%
F4444	6	$10,469	$3,124	$4,425	$2,920	27.9%	7	$4,542	$792	$3,380	$1,430	$524	9.8%
F45FF	6	$8,937	$3,202	$2,533	$3,202	35.8%	32	$8,110	$587	$3,391	$1,944	$3,362	38.6%
F48KK	8	$10,519	$3,026	$4,468	$3,025	28.8%							%
F49KK	18	$9,092	$2,896	$3,299	$2,897	31.9%	2	$4,892	$524	$3,293	$2,000	$123	2.3%
F50KK	5	$12,535	$2,996	$6,542	$2,997	23.9%	2	$5,884	$854	$3,625	$2,000	$1,113	16.5%
G5353	7	$10,923	$3,555	$4,086	$3,282	30.0%	5	$10,550	$640	$3,368	$2,000	$5,822	52.0%
G5656	5	$12,056	$3,997	$4,062	$3,997	33.2%							%
H7070	6	$11,282	$2,502	$6,698	$2,082	18.4%	15	$6,198	$118	$2,783	$1,841	$1,692	26.8%
H7171	16	$10,976	$3,340	$4,296	$3,340	30.4%							%
H7272	12	$10,607	$3,235	$4,136	$3,236	30.5%	1	$7,801	$211	$3,235	$2,000	$2,777	34.7%
H7373	11	$10,839	$3,424	$3,990	$3,425	31.6%	5	$4,974	$218	$3,424	$1,750	$18	0.3%
H7474	13	$10,939	$2,897	$5,365	$2,677	24.5%	2	$12,758	$771	$2,729	$2,000	$8,800	65.0%
H7575	3	$8,879	$3,079	$3,612	$2,188	24.6%	1	$7,795	$292	$3,079	$2,000	$3,008	37.2%
H7777	4	$9,876	$3,608	$2,770	$3,498	35.4%	1	$10,016	$474	$2,392	$2,000	$6,098	58.1%
H7979	2	$12,812	$2,664	$7,484	$2,664	20.8%							%
I8181						%	3	$2,725	$2,471	$2,863	$876	$1,457	28.0%
K63LL	3	$9,138	$4,007	$2,558	$2,573	28.2%	2	$7,945	$991	$3,866	$1,130	$3,940	44.1%
K64LL	1	$10,245	$3,075	$4,096	$3,074	30.0%							%
K68LL	15	$8,364	$2,951	$2,640	$2,773	33.2%	1	$11,513	$0	$2,875	$2,000	$6,638	57.7%
K6969	5	$10,069	$3,002	$4,064	$3,003	29.8%	43	$8,883	$499	$2,908	$1,990	$4,484	47.8%
RANGE $ 40k+	266	$9,750	$3,451	$3,466	$2,833	29.1%	421	$8,821	$447	$3,646	$1,896	$3,726	40.2%

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EAV PER PUPIL RANGE $ 20,000+:

A14AA	7	$12,693	$3,526	$6,136	$3,031	23.9%	9	$10,552	$664	$3,526	$2,000	$5,690	50.7%
F42FF	1	$15,400	$2,384	10,631	$2,385	15.5%	1	$4,350	$699	$2,725	$2,000	$324	6.4%
G5757	13	$12,261	$3,194	$5,873	$3,194	26.1%	2	$15,766	$1,429	$3,194	$2,000	$12,001	69.8%
G6161						%	10	$9,933	$270	$3,882	$2,000	$4,321	42.3%
G6262	2	$10,629	$3,519	$4,837	$2,273	21.4%	2	$15,171	$543	$3,519	$2,000	$10,195	64.9%
H7878	2	$7,162	$3,235	$2,380	$1,547	21.6%							%
I8080	3	$16,871	$4,397	$8,077	$4,397	26.1%	10	$6,114	$1,227	$2,701	$2,000	$2,640	36.0%
I8282						%	9	$8,807	$354	$3,033	$2,000	$4,128	45.1%
I8383						%	16	$5,215	$655	$3,419	$1,886	$565	9.6%
I8484	1	$8,381	$4,075	$425	$3,881	46.3%	8	$7,048	$476	$2,903	$2,000	$2,621	34.8%
I8585						%	7	$8,512	$242	$2,937	$2,000	$3,817	43.6%
I8686						%							%
K67LL	4	$10,977	$3,204	$5,301	$2,472	22.5%	21	$8,573	$699	$3,344	$2,000	$3,928	42.4%

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	PRIVATE FACILITY TUITION (FUND CODE B)						EXTRAORDINARY SERVICES (FUND CODE C)						
SERV UNIT	COUNT	EDCOST PER FTE	REG ED PER FTE	FAC REI PER FTE	EXCESS PER FTE	EXCESS PERCENT	COUNT	EDCOST PER FTE	TRANS PER FTE	REG ED PER FTE	EXTRA PER FTE	EXCESS PER FTE	EXCESS PERCENT
RANGE $ 20k+	33	$12,257	$3,397	$5,817	$3,043	24.8%	95	$8,209	$639	$3,236	$1,982	$3,631	41.0%
EAV PER PUPIL RANGE $ 0,000+:													
H7676	2	$6,885	$3,740	$1,166	$1,979	28.8%							%
RANGE $ 0k+	2	$6,885	$3,740	$1,166	$1,980	28.8%	0						%
STATE TOTAL EXCLUDING CHICAGO:	509	$9,992	$4,244	$2,930	$2,817	28.2%	866	$10,350	$524	$4,151	$1,938	$4,787	44.0%
CHICAGO SCHOOL DISTRICT 299:	891	$10,687	$4,231	$2,722	$3,734	34.9%	30	$5,775	$896	$4,231	$1,987	$453	6.8%
STATE TOTAL:	1400	$10,422	$4,236	$2,802	$3,384	32.5%	896	$10,260	$532	$4,152	$1,939	$4,701	43.6%

APPENDIX G-7. EXTRAORDINARY SERVICES REIMBURSEMENT FOR PH/C STUDENTS.

SERV UNIT	COUNT	FTE	EDUCATION COST	TRANSPORT COST	REGULAR ED TUITION	EXTRAORDINA REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	TRANS PER FTE	TUITION PER FTE	EXTRA PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
EAV PER PUPIL RANGE $120,000+:													
C1818	75	69.565	$947,362	$49,387	$389,150	$138,526	$469,073	$13,618	$710	$5,594	$1,991	$6,743	47.1%
C1919	22	21.100	$348,919	$11,576	$137,372	$41,900	$181,223	$16,536	$549	$6,511	$1,986	$8,588	50.3%
C20CC	17	16.368	$222,688	$15,040	$135,951	$32,248	$69,529	$13,605	$919	$8,306	$1,970	$4,248	29.2%
C21CC	5	5.000	$92,009	$2,365	$35,947	$10,000	$48,427	$18,402	$473	$7,189	$2,000	$9,686	51.3%
D2525	12	9.888	$138,059	$12,670	$55,065	$16,739	$78,925	$13,962	$1,281	$5,569	$1,693	$7,981	52.4%
D2727	12	11.971	$155,056	$3,739	$74,399	$23,942	$60,454	$12,953	$312	$6,215	$2,000	$5,050	38.1%
D3030	16	15.363	$196,803	$6,053	$85,513	$30,726	$86,617	$12,810	$394	$5,566	$2,000	$5,638	42.7%
F47FF	24	22.999	$180,259	$18,493	$84,502	$45,654	$68,596	$7,838	$804	$3,674	$1,985	$2,983	34.5%
G5555	4	4.000	$29,947	$1,228	$14,948	$4,000	$12,227	$7,487	$307	$3,737	$1,000	$3,057	39.2%
RANGE $120k+	187	176.254	$2,311,102	$120,551	$1,012,847	$343,735	$1,075,071	$13,112	$684	$5,747	$1,950	$6,100	44.2%
EAV PER PUPIL RANGE $100,000+:													
A06AA	2	2.000	$17,546	$259	$5,813	$4,000	$7,992	$8,773	$130	$2,907	$2,000	$3,996	44.9%
C22CC	7	7.000	$56,207	$11,644	$41,573	$10,370	$15,908	$8,030	$1,663	$5,939	$1,481	$2,273	23.4%
C23CC													%
D2424	49	47.743	$578,486	$24,914	$227,772	$86,122	$289,506	$12,117	$522	$4,771	$1,804	$6,064	48.0%
D9494	9	7.301	$115,041	$4,370	$32,642	$14,172	$72,597	$15,757	$599	$4,471	$1,941	$9,944	60.8%
G6060	1	1.000	$7,171	$1,298	$3,287	$2,000	$3,182	$7,171	$1,298	$3,287	$2,000	$3,182	37.6%
RANGE $100k+	68	65.044	$774,451	$42,485	$311,087	$116,664	$389,185	$11,907	$653	$4,783	$1,794	$5,983	47.6%
EAV PER PUPIL RANGE $ 80,000+:													
A12AA	18	16.387	$184,027	$13,064	$65,496	$32,247	$99,348	$11,230	$797	$3,997	$1,968	$6,062	50.4%
B1616	60	56.328	$683,355	$42,721	$246,782	$112,656	$366,638	$12,132	$758	$4,381	$2,000	$6,509	50.5%
D2626	9	8.292	$133,159	$1,319	$41,601	$16,177	$76,700	$16,059	$159	$5,017	$1,951	$9,250	57.0%
D2828	23	22.488	$345,784	$20,045	$101,821	$44,976	$219,032	$15,376	$891	$4,528	$2,000	$9,739	59.9%
D2929	22	19.432	$264,037	$0	$84,813	$38,864	$140,360	$13,588	$0	$4,365	$2,000	$7,223	53.2%
D3131	16	17.234	$187,295	$15,218	$80,682	$34,468	$87,363	$10,868	$883	$4,682	$2,000	$5,069	43.1%
D9595	2	2.000	$25,085	$1,808	$8,686	$4,000	$14,207	$12,543	$904	$4,343	$2,000	$7,104	52.8%
F88FF	5	3.732	$29,501	$1,963	$15,125	$7,464	$8,875	$7,905	$526	$4,053	$2,000	$2,378	28.2%
K65LL	16	15.431	$81,007	$11,733	$52,666	$28,848	$11,226	$5,250	$760	$3,413	$1,869	$728	12.1%

APPENDIX G-7. EXTRAORDINARY SERVICES REIMBURSEMENT FOR PH/C STUDENTS.

SERV UNIT	COUNT	FTE	EDUCATION COST	TRANSPORT COST	REGULAR ED TUITION	EXTRAORDINA REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	TRANS PER FTE	TUITION PER FTE	EXTRA PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
RANGE $ 80k+	173	161.324	$1,933,250	$107,871	$697,672	$319,700	$1,023,749	$11,984	$669	$4,325	$1,982	$6,346	50.2%
EAV PER PUPIL RANGE $ 60,000+:													
A07AA	6	6.000	$68,352	$0	$20,045	$12,000	$36,307	$11,392	$0	$3,341	$2,000	$6,051	53.1%
A10AA	6	4.743	$51,545	$1,308	$15,054	$9,486	$28,313	$10,868	$276	$3,174	$2,000	$5,970	53.6%
A13AA	10	9.044	$49,162	$3,037	$32,632	$14,844	$4,723	$5,436	$336	$3,608	$1,641	$523	9.0%
B1515	43	41.299	$320,968	$16,714	$156,052	$80,426	$101,204	$7,772	$405	$3,779	$1,947	$2,451	30.0%
D9090	5	4.500	$83,721	$4,467	$21,506	$9,000	$57,682	$18,605	$993	$4,779	$2,000	$12,819	65.4%
E3232	6	5.766	$52,576	$4,600	$25,782	$11,532	$19,862	$9,118	$798	$4,471	$2,000	$3,445	34.7%
E3434	43	38.858	$304,894	$39,665	$167,719	$75,075	$101,765	$7,846	$1,021	$4,316	$1,932	$2,619	29.5%
F46FF	14	11.402	$91,806	$1,526	$35,370	$22,376	$35,586	$8,052	$134	$3,102	$1,962	$3,122	38.1%
F51KK	33	32.359	$218,813	$7,997	$115,522	$55,422	$55,866	$6,762	$247	$3,570	$1,713	$1,726	24.6%
G5252	9	8.772	$92,891	$7,274	$27,753	$17,544	$54,868	$10,589	$829	$3,164	$2,000	$6,254	54.8%
G5454	15	13.782	$110,345	$5,371	$47,490	$26,065	$42,161	$8,006	$390	$3,446	$1,891	$3,059	36.4%
G5858	8	8.000	$51,728	$1,860	$48,280	$5,308	$0	$6,466	$233	$6,035	$664	$0	0.0%
G5959	28	24.980	$258,977	$31,850	$88,492	$46,191	$156,144	$10,367	$1,275	$3,543	$1,849	$6,250	53.7%
K66LL													%
RANGE $ 60k+	226	209.505	$1,755,778	$125,669	$801,697	$385,269	$694,481	$8,381	$600	$3,827	$1,839	$3,315	36.9%
EAV PER PUPIL RANGE $ 40,000+:													
A01AA	17	16.244	$117,854	$11,143	$52,079	$31,220	$45,698	$7,255	$686	$3,206	$1,922	$2,813	35.4%
A02AA	7	6.994	$42,308	$12,037	$23,321	$11,988	$19,036	$6,049	$1,721	$3,334	$1,714	$2,722	35.0%
A03AA	34	32.188	$342,931	$6,727	$128,945	$64,376	$156,337	$10,654	$209	$4,006	$2,000	$4,857	44.7%
A04AA	2	2.000	$14,908	$772	$7,434	$4,000	$4,246	$7,454	$386	$3,717	$2,000	$2,123	27.1%
A05AA	1	1.000	$11,717	$1,003	$3,322	$2,000	$7,398	$11,717	$1,003	$3,322	$2,000	$7,398	58.2%
A08AA	10	6.710	$52,393	$152	$22,442	$13,420	$16,683	$7,808	$23	$3,345	$2,000	$2,486	31.7%
A09AA	2	1.500	$7,844	$579	$4,758	$2,852	$813	$5,229	$386	$3,172	$1,901	$542	9.7%
A11AA	37	34.974	$332,370	$8,111	$127,271	$69,948	$143,262	$9,503	$232	$3,639	$2,000	$4,096	42.1%
B1717	12	12.000	$81,487	$2,634	$42,108	$22,000	$20,013	$6,791	$220	$3,509	$1,833	$1,669	23.8%
E3333	27	24.003	$244,332	$13,340	$114,988	$48,006	$94,678	$10,179	$556	$4,791	$2,000	$3,944	36.7%
E3535	34	31.029	$316,443	$16,642	$138,361	$60,058	$134,666	$10,198	$536	$4,459	$1,936	$4,339	40.4%
F3636	45	44.252	$373,736	$25,004	$146,166	$88,504	$164,070	$8,446	$565	$3,303	$2,000	$3,708	41.1%
F3737	11	9.887	$52,729	$6,637	$29,894	$19,281	$10,191	$5,333	$671	$3,024	$1,950	$1,030	17.2%
F38FF	5	4.369	$31,673	$3,114	$13,532	$8,738	$12,517	$7,249	$713	$3,097	$2,000	$2,865	36.0%
F39FF	14	13.442	$72,024	$4,783	$40,147	$14,610	$22,050	$5,358	$356	$2,987	$1,087	$1,640	28.7%

APPENDIX G-7. EXTRAORDINARY SERVICES REIMBURSEMENT FOR PH/C STUDENTS.

SERV UNIT	COUNT	FTE	EDUCATION COST	TRANSPORT COST	REGULAR ED TUITION	EXTRAORDINA REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	TRANS PER FTE	TUITION PER FTE	EXTRA PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
F40FF	15	13.067	$103,294	$12,623	$38,235	$26,134	$51,548	$7,905	$966	$2,926	$2,000	$3,945	44.5%
F41FF	44	40.636	$319,314	$13,931	$151,168	$81,272	$100,805	$7,858	$343	$3,720	$2,000	$2,481	30.2%
F43FF	7	6.782	$66,756	$13,186	$22,013	$13,564	$44,365	$9,843	$1,944	$3,246	$2,000	$6,541	55.5%
F4444	22	19.301	$138,770	$9,950	$57,285	$32,146	$59,289	$7,190	$516	$2,968	$1,666	$3,072	39.9%
F45FF	40	37.310	$271,952	$32,218	$111,987	$74,103	$118,080	$7,289	$864	$3,002	$1,986	$3,165	38.8%
F48KK													%
F49KK	15	11.693	$93,045	$6,059	$37,350	$23,386	$38,368	$7,957	$518	$3,194	$2,000	$3,281	38.7%
F50KK													%
G5353	7	6.747	$82,190	$4,205	$23,655	$13,494	$49,246	$12,182	$623	$3,506	$2,000	$7,299	57.0%
G5656													%
H7070	2	2.000	$12,823	$595	$5,730	$4,000	$3,688	$6,412	$298	$2,865	$2,000	$1,845	27.5%
H7171	6	6.000	$33,537	$2,593	$17,453	$12,000	$6,677	$5,590	$432	$2,909	$2,000	$1,113	18.5%
H7272	7	7.000	$56,407	$1,715	$22,645	$12,000	$23,477	$8,058	$245	$3,235	$1,714	$3,354	40.4%
H7373	20	18.220	$117,189	$3,787	$64,114	$36,285	$20,577	$6,432	$208	$3,519	$1,991	$1,130	17.0%
H7474	9	9.000	$71,101	$4,654	$24,598	$16,000	$35,157	$7,900	$517	$2,733	$1,778	$3,906	46.4%
H7575	9	7.872	$51,634	$2,298	$24,239	$15,600	$14,093	$6,559	$292	$3,079	$1,982	$1,790	26.1%
H7777	24	22.561	$238,454	$8,242	$75,101	$41,399	$130,196	$10,569	$365	$3,329	$1,835	$5,770	52.8%
H7979	6	5.574	$40,105	$1,677	$18,542	$9,242	$13,998	$7,195	$301	$3,327	$1,658	$2,511	33.5%
I8181	7	7.000	$60,587	$1,944	$20,457	$12,000	$30,074	$8,655	$278	$2,922	$1,714	$4,297	48.1%
K63LL	1	0.500	$2,524	$32	$1,785	$771	$0	$5,048	$64	$3,570	$1,542	$0	0.0%
K64LL	11	9.854	$53,034	$17,609	$30,134	$17,708	$22,801	$5,382	$1,787	$3,058	$1,797	$2,314	32.3%
K68LL	1	1.000	$7,793	$0	$2,767	$2,000	$3,026	$7,793	$0	$2,767	$2,000	$3,026	38.8%
K6969	19	17.651	$136,048	$2,806	$53,263	$28,061	$57,530	$7,708	$159	$3,018	$1,590	$3,259	41.4%
RANGE													
$ 40k+	530	490.360	$4,051,306	$252,802	$1,697,289	$932,166	$1,674,653	$8,262	$516	$3,461	$1,901	$3,415	38.9%

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EAV PER PUPIL RANGE $ 20,000+:

SERV UNIT	COUNT	FTE	EDUCATION COST	TRANSPORT COST	REGULAR ED TUITION	EXTRAORDINA REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	TRANS PER FTE	TUITION PER FTE	EXTRA PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
A14AA	12	10.716	$52,251	$3,912	$37,785	$18,214	$164	$4,876	$365	$3,526	$1,700	$15	0.3%
F42FF	5	2.754	$21,731	$3,209	$6,984	$5,498	$12,458	$7,891	$1,165	$2,536	$1,996	$4,524	50.0%
G5757	9	7.850	$56,293	$4,185	$25,074	$15,700	$19,704	$7,171	$533	$3,194	$2,000	$2,510	32.6%
G6161	15	13.647	$101,917	$2,035	$42,603	$20,695	$40,654	$7,468	$149	$3,122	$1,516	$2,979	39.1%
G6262													%
H7878	3	2.902	$16,135	$936	$9,385	$5,804	$1,882	$5,560	$323	$3,234	$2,000	$649	11.0%
I8080	9	8.379	$32,947	$1,627	$21,215	$10,295	$3,064	$3,932	$194	$2,532	$1,229	$365	8.9%
I8282	13	11.416	$77,500	$1,762	$34,683	$21,523	$23,056	$6,789	$154	$3,038	$1,885	$2,020	29.1%
I8383	11	10.138	$91,236	$3,710	$33,730	$20,276	$40,940	$8,999	$366	$3,327	$2,000	$4,038	43.1%
I8484	13	12.272	$109,194	$2,502	$36,479	$23,035	$52,182	$8,898	$204	$2,973	$1,877	$4,252	46.7%
I8585	15	12.918	$64,379	$1,824	$38,534	$24,335	$3,334	$4,984	$141	$2,983	$1,884	$258	5.0%
I8686	5	5.000	$20,331	$172	$15,720	$3,465	$1,318	$4,066	$34	$3,144	$693	$263	6.4%
K67LL	11	11.000	$101,972	$3,440	$37,441	$22,000	$45,971	$9,270	$313	$3,404	$2,000	$4,179	43.6%

SERV UNIT	COUNT	FTE	EDUCATION COST	TRANSPORT COST	REGULAR ED TUITION	EXTRAORDINA REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	TRANS PER FTE	TUITION PER FTE	EXTRA PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
RANGE $ 20k+	121	108.992	$745,886	$29,314	$339,633	$190,840	$244,727	$6,843	$269	$3,116	$1,751	$2,245	31.6%
EAV PER PUPIL RANGE $ 0,000+:													
H7676	16	15.127	$226,717	$5,054	$56,573	$30,254	$144,944	$14,988	$334	$3,740	$2,000	$9,582	62.5%
RANGE $ 0k+	16	15.127	$226,717	$5,054	$56,573	$30,254	$144,944	$14,988	$334	$3,740	$2,000	$9,582	62.5%
STATE TOTAL EXCLUDING CHICAGO:													
	1321	1226.606	11,798,490	$683,746	$4,916,798	$2,318,628	$5,246,810	$9,619	$557	$4,008	$1,890	$4,278	42.0%
CHICAGO SCHOOL DISTRICT 299:													
	381	357.071	$3,001,780	$136,984	$1,510,774	$714,142	$913,848	$8,407	$384	$4,231	$2,000	$2,560	29.1%
STATE TOTAL:													
	1702	1583.678	$14,800,270	$820,730	$6,427,572	$3,032,770	$6,160,658	$9,346	$518	$4,059	$1,915	$3,890	39.4%

APPENDIX G-8. PRIVATE FACILITY TUITION REIMBURSEMENT FOR PH/C STUDENTS.

SERV UNIT	COUNT	FTE	EDUCATION COST	REGULAR ED TUITION	PRIVATE FAC REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	REG ED PER FTE	FAC REIM PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
EAV PER PUPIL RANGE $120,000+:											
C1818											%
C1919											%
C20CC											%
C21CC											%
D2525											%
D2727											%
D3030											%
F47FF											%
G5555											%
RANGE $120k+	0	0.000	$0	$0	$0	$0					%
**											
EAV PER PUPIL RANGE $100,000+:											
A06AA											%
C22CC											%
C23CC											%
D2424											%
D9494	2	2.000	$13,839	$8,942	$58	$4,839	$6,920	$4,471	$29	$2,420	35.0%
G6060											%
RANGE $100k+	2	2.000	$13,839	$8,942	$58	$4,839	$6,920	$4,471	$29	$2,420	35.0%
**											
EAV PER PUPIL RANGE $ 80,000+:											
A12AA											%
B1616											%
D2626											%
D2828	1	0.560	$5,808	$1,805	$2,197	$1,806	$10,371	$3,223	$3,923	$3,225	31.1%
D2929											%
D3131	1	0.917	$3,986	$6,992	$0	-$3,006	$4,347	$7,625	$0	-$3,278	-75.4%
D9595											%
F88FF											%
K65LL											%

SERV UNIT	COUNT	FTE	EDUCATION COST	REGULAR ED TUITION	PRIVATE FAC REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	REG ED PER FTE	FAC REIM PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
RANGE $ 80k+	2	1.477	$9,794	$8,797	$2,197	-$1,200	$6,631	$5,956	$1,487	-$812	-12.3%
************											
EAV PER PUPIL RANGE $ 60,000+:											
A07AA	1	1.000	$7,691	$2,640	$2,411	$2,640	$7,691	$2,640	$2,411	$2,640	34.3%
A10AA											%
A13AA											%
B1515											%
D9090	1	1.000	$9,895	$4,779	$337	$4,779	$9,895	$4,779	$337	$4,779	48.3%
E3232	5	4.976	$46,075	$25,850	$3,675	$16,550	$9,259	$5,195	$739	$3,325	35.9%
E3434	7	6.976	$67,767	$31,081	$14,687	$21,999	$9,714	$4,455	$2,105	$3,154	32.5%
F46FF											%
F51KK	1	1.000	$8,599	$3,570	$1,459	$3,570	$8,599	$3,570	$1,459	$3,570	41.5%
G5252											%
G5454	1	1.000	$12,575	$4,769	$3,038	$4,768	$12,575	$4,769	$3,038	$4,768	37.9%
G5858	1	1.000	$12,575	$6,035	$505	$6,035	$12,575	$6,035	$505	$6,035	48.0%
G5959	10	9.220	$93,440	$29,277	$34,891	$29,272	$10,134	$3,175	$3,784	$3,175	31.3%
K66LL											%
RANGE $ 60k+	27	26.172	$258,617	$108,001	$61,003	$89,613	$9,881	$4,127	$2,331	$3,424	34.7%
************											
EAV PER PUPIL RANGE $ 40,000+:											
A01AA											%
A02AA											%
A03AA	2	2.000	$13,986	$8,012	$988	$4,986	$6,993	$4,006	$494	$2,493	35.6%
A04AA											%
A05AA											%
A08AA											%
A09AA											%
A11AA											%
B1717	7	5.160	$38,764	$18,107	$11,873	$8,784	$7,512	$3,509	$2,301	$1,702	22.7%
E3333	2	1.140	$11,302	$7,957	$0	$3,345	$9,914	$6,980	$0	$2,934	29.6%
E3535	1	1.000	$15,139	$6,980	$1,179	$6,980	$15,139	$6,980	$1,179	$6,980	46.1%
F3636											%
F3737											%
F38FF	1	1.000	$8,557	$2,677	$3,204	$2,676	$8,557	$2,677	$3,204	$2,676	31.3%
F39FF											%

SERV UNIT	COUNT	FTE	EDUCATION COST	REGULAR ED TUITION	PRIVATE FAC REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	REG ED PER FTE	FAC REIM PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
F40FF											%
F41FF											%
F43FF											%
F4444	1	1.000	$9,104	$3,034	$3,037	$3,033	$9,104	$3,034	$3,037	$3,033	33.3%
F45FF	1	0.616	$6,107	$2,197	$1,714	$2,196	$9,914	$3,567	$2,782	$3,565	36.0%
F48KK	1	0.977	$10,275	$3,010	$4,255	$3,010	$10,517	$3,081	$4,355	$3,081	29.3%
F49KK	1	1.000	$8,478	$3,051	$2,375	$3,052	$8,478	$3,051	$2,375	$3,052	36.0%
F50KK											%
G5353	1	1.000	$6,310	$4,298	$202	$1,810	$6,310	$4,298	$202	$1,810	28.7%
G5656											%
H7070	1	1.000	$19,162	$3,185	$12,791	$3,186	$19,162	$3,185	$12,791	$3,186	16.6%
H7171											%
H7272											%
H7373											%
H7474											%
H7575	2	1.889	$24,213	$5,817	$12,579	$5,817	$12,818	$3,079	$6,659	$3,080	24.0%
H7777	8	6.874	$86,275	$22,409	$41,456	$22,410	$12,551	$3,260	$6,031	$3,260	26.0%
H7979											%
I8181	1	1.000	$2,856	$2,550	$306	$0	$2,856	$2,550	$306	$0	0.0%
K63LL											%
K64LL											%
K68LL											%
K6969											%
RANGE $ 40k+	30	25.656	$260,528	$93,284	$95,959	$71,285	$10,155	$3,636	$3,740	$2,778	27.4%

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EAV PER PUPIL RANGE $ 20,000+:

A14AA											%
F42FF											%
G5757	5	4.762	$58,188	$15,210	$27,768	$15,210	$12,219	$3,194	$5,831	$3,194	26.1%
G6161											%
G6262											%
H7878	1	0.972	$12,427	$3,144	$6,140	$3,143	$12,785	$3,235	$6,317	$3,233	25.3%
I8080											%
I8282											%
I8383											%
I8484											%
I8585											%
I8686											%
K67LL											%

APPENDIX G-8. PRIVATE FACILITY TUITION REIMBURSEMENT FOR PH/C STUDENTS.

SERV UNIT	COUNT	FTE	EDUCATION COST	REGULAR ED TUITION	PRIVATE FAC REIMBURSEME	UNREIMBURSED EXCESS COST	EDCOST PER FTE	REG ED PER FTE	FAC REIM PER FTE	UNREIM EXCESS PER FTE	UNREIM EXCESS PERCENT
RANGE $ 20k+	6	5.734	$70,615	$18,354	$33,908	$18,353	$12,315	$3,201	$5,913	$3,201	26.0%
EAV PER PUPIL RANGE $ 0,000+:											
H7676	2	2.000	$18,208	$7,480	$3,248	$7,480	$9,104	$3,740	$1,624	$3,740	41.1%
RANGE $ 0k+	2	2.000	$18,208	$7,480	$3,248	$7,480	$9,104	$3,740	$1,624	$3,740	41.1%
STATE TOTAL EXCLUDING CHICAGO:	69	63.039	$631,601	$244,858	$196,373	$190,370	$10,019	$3,884	$3,115	$3,020	30.1%
CHICAGO SCHOOL DISTRICT 299:	56	47.217	$627,769	$199,797	$228,818	$199,154	$13,295	$4,231	$4,846	$4,218	31.7%
STATE TOTAL:	125	110.256	$1,259,370	$444,655	$425,191	$389,524	$11,422	$4,033	$3,856	$3,533	30.9%

APPENDIX G-9. COMPARISON OF PRIVATE FACILITY AND EXTRAORDINARY REIMBURSEMENT FOR PH/C STUDENTS.

	PRIVATE FACILITY TUITION (FUND CODE B)						EXTRAORDINARY SERVICES (FUND CODE C)						
SERV UNIT	COUNT	EDCOST PER FTE	REG ED PER FTE	FAC REI PER FTE	EXCESS PER FTE	EXCESS PERCENT	COUNT	EDCOST PER FTE	TRANS PER FTE	REG ED PER FTE	EXTRA PER FTE	EXCESS PER FTE	EXCESS PERCENT
EAV PER PUPIL RANGE $120,000+:													
C1818						%	75	$13,618	$710	$5,594	$1,991	$6,743	47.1%
C1919						%	22	$16,536	$549	$6,511	$1,986	$8,588	50.3%
C20CC						%	17	$13,605	$919	$8,306	$1,970	$4,248	29.2%
C21CC						%	5	$18,402	$473	$7,189	$2,000	$9,686	51.3%
D2525						%	12	$13,962	$1,281	$5,569	$1,693	$7,981	52.4%
D2727						%	12	$12,953	$312	$6,215	$2,000	$5,050	38.1%
D3030						%	16	$12,810	$394	$5,566	$2,000	$5,638	42.7%
F47FF						%	24	$7,838	$804	$3,674	$1,985	$2,983	34.5%
G5555						%	4	$7,487	$307	$3,737	$1,000	$3,057	39.2%
RANGE $120k+	0					%	187	$13,112	$684	$5,747	$1,950	$6,100	44.21%
EAV PER PUPIL RANGE $100,000+:													
A06AA						%	2	$8,773	$130	$2,907	$2,000	$3,996	44.9%
C22CC						%	7	$8,030	$1,663	$5,939	$1,481	$2,273	23.4%
C23CC						%							%
D2424						%	49	$12,117	$522	$4,771	$1,804	$6,064	48.0%
D9494	2	$6,920	$4,471	$29	$2,420	35.0%	9	$15,757	$599	$4,471	$1,941	$9,944	60.8%
G6060						%	1	$7,171	$1,298	$3,287	$2,000	$3,182	37.6%
RANGE $100k+	2	$6,920	$4,471	$29	$2,420	34.97%	68	$11,907	$653	$4,783	$1,794	$5,983	47.64%
EAV PER PUPIL RANGE $ 80,000+:													
A12AA						%	18	$11,230	$797	$3,997	$1,968	$6,062	50.4%
B1616						%	60	$12,132	$758	$4,381	$2,000	$6,509	50.5%
D2626						%	9	$16,059	$159	$5,017	$1,951	$9,250	57.0%
D2828	1	$10,371	$3,223	$3,923	$3,225	31.1%	23	$15,376	$891	$4,528	$2,000	$9,739	59.9%
D2929						%	22	$13,588	$0	$4,365	$2,000	$7,223	53.2%
D3131	1	$4,347	$7,625	$0	-$3,278	-75.4%	18	$10,868	$883	$4,682	$2,000	$5,069	43.1%
D9595						%	2	$12,543	$904	$4,343	$2,000	$7,104	52.8%
F88FF						%	5	$7,905	$526	$4,053	$2,000	$2,378	28.2%
K65LL						%	16	$5,250	$760	$3,413	$1,869	$728	12.1%

APPENDIX G-9. COMPARISON OF PRIVATE FACILITY AND EXTRAORDINARY REIMBURSEMENT FOR PH/C STUDENTS.

	PRIVATE FACILITY TUITION (FUND CODE B)--------						EXTRAORDINARY SERVICES (FUND CODE C)-------------------						
SERV UNIT	COUNT	EDCOST PER FTE	REG ED PER FTE	FAC REI PER FTE	EXCESS PER FTE	EXCESS PERCENT	COUNT	EDCOST PER FTE	TRANS PER FTE	REG ED PER FTE	EXTRA PER FTE	EXCESS PER FTE	EXCESS PERCENT
RANGE $ 80k+	2	$6,631	$5,956	$1,487	-$812	-12.3%	173	$11,984	$669	$4,325	$1,982	$6,346	50.16%
EAV PER PUPIL RANGE $ 60,000+:													
A07AA	1	$7,691	$2,640	$2,411	$2,640	34.3%	6	$11,392	$0	$3,341	$2,000	$6,051	53.1%
A10AA						%	6	$10,868	$276	$3,174	$2,000	$5,970	53.6%
A13AA						%	10	$5,436	$336	$3,608	$1,641	$523	9.0%
B1515						%	43	$7,772	$405	$3,779	$1,947	$2,451	30.0%
D9090	1	$9,895	$4,779	$337	$4,779	48.3%	5	$18,605	$993	$4,779	$2,000	$12,819	65.4%
E3232	5	$9,259	$5,195	$739	$3,325	35.9%	6	$9,118	$798	$4,471	$2,000	$3,445	34.7%
E3434	7	$9,714	$4,455	$2,105	$3,154	32.5%	43	$7,846	$1,021	$4,316	$1,932	$2,619	29.5%
F46FF						%	14	$8,052	$134	$3,102	$1,962	$3,122	38.1%
F51KK	1	$8,599	$3,570	$1,459	$3,570	41.5%	33	$6,762	$247	$3,570	$1,713	$1,726	24.6%
G5252						%	9	$10,589	$829	$3,164	$2,000	$6,254	54.8%
G5454	1	$12,575	$4,769	$3,038	$4,768	37.9%	15	$8,006	$390	$3,446	$1,891	$3,059	36.4%
G5858	1	$12,575	$6,035	$505	$6,035	48.0%	8	$6,466	$233	$6,035	$664	$0	0.0%
G5959	10	$10,134	$3,175	$3,784	$3,175	31.3%	28	$10,367	$1,275	$3,543	$1,849	$6,250	53.7%
K66LL						%							%
RANGE $ 60k+	27	$9,881	$4,127	$2,331	$3,424	34.65%	226	$8,381	$600	$3,827	$1,839	$3,315	36.91%
EAV PER PUPIL RANGE $ 40,000+:													
A01AA						%	17	$7,255	$686	$3,206	$1,922	$2,813	35.4%
A02AA						%	7	$6,049	$1,721	$3,334	$1,714	$2,722	35.0%
A03AA	2	$6,993	$4,006	$494	$2,493	35.6%	34	$10,654	$209	$4,006	$2,000	$4,857	44.7%
A04AA						%	2	$7,454	$386	$3,717	$2,000	$2,123	27.1%
A05AA						%	1	$11,717	$1,003	$3,322	$2,000	$7,398	58.2%
A08AA						%	10	$7,808	$23	$3,345	$2,000	$2,486	31.7%
A09AA						%	2	$5,229	$386	$3,172	$1,901	$542	9.7%
A11AA						%	37	$9,503	$232	$3,639	$2,000	$4,096	42.1%
B1717	7	$7,512	$3,509	$2,301	$1,702	22.7%	12	$6,791	$220	$3,509	$1,833	$1,669	23.8%
E3333	2	$9,914	$6,980	$0	$2,934	29.6%	27	$10,179	$556	$4,791	$2,000	$3,944	36.7%
E3535	1	$15,139	$6,980	$1,179	$6,980	46.1%	34	$10,198	$536	$4,459	$1,936	$4,339	40.4%
F3636						%	45	$8,446	$565	$3,303	$2,000	$3,708	41.1%
F3737						%	11	$5,333	$671	$3,024	$1,950	$1,030	17.2%
F38FF	1	$8,557	$2,677	$3,204	$2,676	31.3%	5	$7,249	$713	$3,097	$2,000	$2,865	36.0%
F39FF						%	14	$5,358	$356	$2,987	$1,087	$1,640	28.7%

APPENDIX G-9. COMPARISON OF PRIVATE FACILITY AND EXTRAORDINARY REIMBURSEMENT FOR PH/C STUDENTS.

	PRIVATE FACILITY TUITION (FUND CODE B)--------						EXTRAORDINARY SERVICES (FUND CODE C)-------------------						
SERV UNIT	COUNT	EDCOST PER FTE	REG ED PER FTE	FAC REI PER FTE	EXCESS PER FTE	EXCESS PERCENT	COUNT	EDCOST PER FTE	TRANS PER FTE	REG ED PER FTE	EXTRA PER FTE	EXCESS PER FTE	EXCESS PERCENT
F40FF						%	15	$7,905	$966	$2,926	$2,000	$3,945	44.5%
F41FF						%	44	$7,858	$343	$3,720	$2,000	$2,481	30.2%
F43FF						%	7	$9,843	$1,944	$3,246	$2,000	$6,541	55.5%
F4444	1	$9,104	$3,034	$3,037	$3,033	33.3%	22	$7,190	$516	$2,968	$1,666	$3,072	39.9%
F45FF	1	$9,914	$3,567	$2,782	$3,565	36.0%	40	$7,289	$864	$3,002	$1,986	$3,165	38.8%
F48KK	1	$10,517	$3,081	$4,355	$3,081	29.3%							%
F49KK	1	$8,478	$3,051	$2,375	$3,052	36.0%	15	$7,957	$518	$3,194	$2,000	$3,281	38.7%
F50KK						%							%
G5353	1	$6,310	$4,298	$202	$1,810	28.7%	7	$12,182	$623	$3,506	$2,000	$7,299	57.0%
G5656						%							%
H7070	1	$19,162	$3,185	12,791	$3,186	16.6%	2	$6,412	$298	$2,865	$2,000	$1,845	27.5%
H7171						%	6	$5,590	$432	$2,909	$2,000	$1,113	18.5%
H7272						%	7	$8,058	$245	$3,235	$1,714	$3,354	40.4%
H7373						%	20	$6,432	$208	$3,519	$1,991	$1,130	17.0%
H7474						%	9	$7,900	$517	$2,733	$1,778	$3,906	46.4%
H7575	2	$12,818	$3,079	$6,659	$3,080	24.0%	9	$6,559	$292	$3,079	$1,982	$1,790	26.1%
H7777	8	$12,551	$3,260	$6,031	$3,260	26.0%	24	$10,569	$365	$3,329	$1,835	$5,770	52.8%
H7979						%	6	$7,195	$301	$3,327	$1,658	$2,511	33.5%
I8181	1	$2,856	$2,550	$306	$0	0.0%	7	$8,655	$278	$2,922	$1,714	$4,297	48.1%
K63LL						%	1	$5,048	$64	$3,570	$1,542	$0	0.0%
K64LL						%	11	$5,382	$1,787	$3,058	$1,797	$2,314	32.3%
K68LL						%	1	$7,793	$0	$2,767	$2,000	$3,026	38.8%
K6969						%	19	$7,708	$159	$3,018	$1,590	$3,259	41.4%
RANGE $ 40k+	30	$10,155	$3,636	$3,740	$2,778	27.36%	530	$8,262	$516	$3,461	$1,901	$3,415	38.91%

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EAV PER PUPIL RANGE $ 20,000+:

A14AA						%	12	$4,876	$365	$3,526	$1,700	$15	0.3%
F42FF						%	5	$7,891	$1,165	$2,536	$1,996	$4,524	50.0%
G5757	5	$12,219	$3,194	$5,831	$3,194	26.1%	9	$7,171	$533	$3,194	$2,000	$2,510	32.6%
G6161						%	15	$7,468	$149	$3,122	$1,516	$2,979	39.1%
G6262						%							%
H7878	1	$12,785	$3,235	$6,317	$3,233	25.3%	3	$5,560	$323	$3,234	$2,000	$649	11.0%
I8080						%	9	$3,932	$194	$2,532	$1,229	$365	8.9%
I8282						%	13	$6,789	$154	$3,038	$1,885	$2,020	29.1%
I8383						%	11	$8,999	$366	$3,327	$2,000	$4,038	43.1%
I8484						%	13	$8,898	$204	$2,973	$1,877	$4,252	46.7%
I8585						%	15	$4,984	$141	$2,983	$1,884	$258	5.0%
I8686						%	5	$4,066	$34	$3,144	$693	$263	6.4%
K67LL						%	11	$9,270	$313	$3,404	$2,000	$4,179	43.6%

APPENDIX G-9. COMPARISON OF PRIVATE FACILITY AND EXTRAORDINARY REIMBURSEMENT FOR PH/C STUDENTS.

	PRIVATE FACILITY TUITION (FUND CODE B)--------						EXTRAORDINARY SERVICES (FUND CODE C)-------------------						
SERV UNIT	COUNT	EDCOST PER FTE	REG ED PER FTE	FAC REI PER FTE	EXCESS PER FTE	EXCESS PERCENT	COUNT	EDCOST PER FTE	TRANS PER FTE	REG ED PER FTE	EXTRA PER FTE	EXCESS PER FTE	EXCESS PERCENT
RANGE $ 20k+	6	$12,315	$3,201	$5,913	$3,201	25.99%	121	$6,843	$269	$3,116	$1,751	$2,245	31.57%
EAV PER PUPIL RANGE $ 0,000+:													
H7676	2	$9,104	$3,740	$1,624	$3,740	41.1%	16	$14,988	$334	$3,740	$2,000	$9,582	62.5%
RANGE $ 0k+	2	$9,104	$3,740	$1,624	$3,740	41.08%	16	$14,988	$334	$3,740	$2,000	$9,582	62.54%
STATE TOTAL EXCLUDING CHICAGO:													
	69	$10,019	$3,884	$3,115	$3,020	30.1%	1321	$9,619	$557	$4,008	$1,890	$4,278	42.0%
CHICAGO SCHOOL DISTRICT 299:													
	56	$13,295	$4,231	$4,846	$4,218	31.7%	381	$8,407	$384	$4,231	$2,000	$2,560	29.1%
STATE TOTAL:													
	125	$11,422	$4,033	$3,856	$3,533	30.9%	1702	$9,346	$518	$4,059	$1,915	$3,890	39.4%

APPENDIX H

ANALYSIS OF SPECIAL ED PERSONNEL COSTS AND REIMBURSEMENTS

H-1. PERSONNEL COSTS AND REIMBURSEMENTS BY SERVICE UNIT GROUP

H-2. PERSONNEL COSTS AND REIMBURSEMENTS BY EAV PER PUPIL RANGE

H-3. PERSONNEL REIMBURSEMENT FOR SELECTED TEACHER CATEGORIES BY SERVICE UNIT GROUP

H-4. PERSONNEL REIMBURSEMENT FOR SELECTED TEACHER CATEGORIES BY EAV PER PUPIL RANGE

APPENDIX H_1. PERSONNEL COSTS AND REIMBURSEMENTS BY SERVICE UNIT GROUP.

UNIT	STAFF FTE EXCL. H/H	LOCAL SALARY	PL 89-313 SALARY	PL 94-142 FLOW THRU	PL 94-142 DISCRETION	PERS SERV SALARY	OTHER SALARY	PERS REIMBUR ALL STAFF	TOTAL SALARY (EXCL. H/H)	LOCAL %	89313 %	FLOW THRU%	REIM %
SERVICE UNIT GROUP 1:													
J8787	6355.024	$158,842,520	$3,322,881	$3,123,821	$264,777	$134,006	$9,961,138	$37,713,538	$213,362,681	74.4%	1.6%	1.5%	17.7%
GROUP 1	6355.024	$158,842,520	$3,322,881	$3,123,821	$264,777	$134,006	$9,961,138	$37,713,538	$213,362,681	74.4%	1.6%	1.5%	17.7%
SERVICE UNIT GROUP 2:													
A12AA	320.896	$6,073,946	$54,674	$323,468	$0	$59,631	$70,774	$1,736,545	$8,319,038	73.0%	0.7%	3.9%	20.9%
B1515	758.496	$13,517,548	$204,958	$720,147	$0	$74,692	$17,024	$4,216,796	$18,751,165	72.1%	1.1%	3.8%	22.5%
B1616	1580.071	$31,947,567	$475,330	$759,226	$0	$353,913	$826,131	$8,759,665	$43,121,832	74.1%	1.1%	1.8%	20.3%
C1818	1965.141	$44,082,297	$607,787	$1,464,838	$68,117	$111,942	$1,946,282	$9,455,029	$57,736,292	76.4%	1.1%	2.5%	16.4%
C1919	1092.877	$28,447,960	$188,893	$917,607	$146,426	$65,985	$444,907	$5,676,454	$35,888,232	79.3%	0.5%	2.6%	15.8%
C20CC	441.266	$12,031,551	$103,809	$438,602	$11,667	$45,970	$707,450	$2,368,270	$15,707,319	76.6%	0.7%	2.8%	15.1%
C21CC	305.650	$9,055,541	$105,668	$193,165	$0	$6,080	$0	$1,803,793	$11,164,247	81.1%	0.9%	1.7%	16.2%
D2424	1389.534	$25,546,185	$736,370	$802,043	$246,689	$93,154	$742,983	$6,480,319	$34,647,743	73.7%	2.1%	2.3%	18.7%
D2525	304.140	$7,677,997	$78,856	$433,024	$0	$32,396	$48,179	$1,696,482	$9,966,934	77.0%	0.8%	4.3%	17.0%
D2626	493.798	$10,700,125	$162,439	$424,510	$0	$34,140	$17,000	$2,579,544	$13,917,758	76.9%	1.2%	3.1%	18.5%
D2727	277.140	$7,187,427	$83,517	$319,770	$0	$49,222	$0	$1,715,875	$9,355,811	76.8%	0.9%	3.4%	18.3%
D2828	531.957	$10,194,322	$222,874	$386,782	$0	$35,764	$0	$2,740,822	$13,580,564	75.1%	1.6%	2.8%	20.2%
D2929	441.948	$9,674,975	$213,321	$465,260	$0	$45,521	$73,660	$2,298,959	$12,771,696	75.8%	1.7%	3.6%	18.0%
D3030	593.345	$12,525,808	$232,600	$255,222	$31,000	$82,468	$122,972	$2,903,354	$16,153,424	77.5%	1.4%	1.6%	18.0%
D3131	581.957	$11,343,055	$312,521	$355,036	$0	$56,034	$88,165	$3,148,774	$15,303,585	74.1%	2.0%	2.3%	20.6%
E3232	396.543	$8,581,544	$46,943	$426,090	$0	$39,880	$0	$2,200,621	$11,295,078	76.0%	0.4%	3.8%	19.5%
E3333	522.424	$12,025,370	$271,620	$684,086	$11,299	$109,500	$36,245	$3,089,154	$16,227,274	74.1%	1.7%	4.2%	19.0%
E3434	805.501	$14,735,941	$253,079	$1,100,115	$0	$221,947	$415,375	$4,210,085	$20,936,542	70.4%	1.2%	5.3%	20.1%
E3535	715.910	$14,449,475	$173,627	$823,680	$0	$116,668	$78,778	$3,825,980	$19,468,208	74.2%	0.9%	4.2%	19.7%
G5353	164.146	$3,201,075	$116,387	$214,913	$0	$39,187	$0	$924,312	$4,495,874	71.2%	2.6%	4.8%	20.6%
G5454	161.000	$2,681,486	$16,495	$222,716	$0	$22,638	$0	$869,454	$3,812,789	70.3%	0.4%	5.8%	22.8%
G5555	125.500	$2,411,028	$26,700	$174,729	$0	$8,874	$0	$740,147	$3,361,478	71.7%	0.8%	5.2%	22.0%
GROUP 2	13969.240	$298,092,223	$4,688,468	$11,905,029	$515,198	$1,705,606	$5,635,925	$73,440,434	$395,982,883	75.3%	1.2%	3.0%	18.5%
SERVICE UNIT GROUP 3:													
A10AA	158.067	$3,229,948	$6,536	$287,472	$0	$21,229	$0	$923,449	$4,468,634	72.3%	0.1%	6.4%	20.7%
A11AA	524.399	$11,900,839	$40,000	$509,582	$0	$50,850	$509,279	$2,810,566	$15,821,116	75.2%	0.3%	3.2%	17.8%
A13AA	206.322	$4,059,075	$75,914	$127,966	$0	$31,650	$0	$1,077,387	$5,371,992	75.6%	1.4%	2.4%	20.1%
A14AA	172.000	$3,341,094	$31,786	$220,304	$0	$0	$0	$971,330	$4,564,514	73.2%	0.7%	4.8%	21.3%
B1717	287.704	$5,239,760	$68,811	$182,058	$0	$24,212	$650,350	$1,366,807	$7,531,998	69.6%	0.9%	2.4%	18.1%

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APPENDIX H_1. PERSONNEL COSTS AND REIMBURSEMENTS BY SERVICE UNIT GROUP.

UNIT	STAFF FTE EXCL. H/H	LOCAL SALARY	PL 89-313 SALARY	PL 94-142 FLOW THRU	PL 94-142 DISCRETION	PERS SERV SALARY	OTHER SALARY	PERS REIMBUR ALL STAFF	TOTAL SALARY (EXCL. H/H)	LOCAL %	89313 %	FLOW THRU%	REIM %
C22CC	278.400	$6,232,039	$68,145	$161,245	$28,961	$23,268	$422,815	$1,264,070	$8,200,543	76.0%	0.8%	2.0%	15.4%
C23CC	62.500	$2,256,218	$0	$35,594	$0	$0	$0	$436,727	$2,728,539	82.7%	0.0%	1.3%	16.0%
D9090	145.489	$2,876,760	$35,399	$109,876	$0	$1,260	$0	$759,780	$3,783,075	76.0%	0.9%	2.9%	20.1%
D9494	134.900	$4,091,370	$0	$122,890	$0	$0	$0	$927,111	$5,141,371	79.6%	0.0%	2.4%	18.0%
D9595	87.700	$2,119,734	$0	$90,704	$0	$0	$0	$545,560	$2,755,998	76.9%	0.0%	3.3%	19.8%
G5656	246.000	$5,068,663	$138,304	$242,416	$0	$64,817	$55	$1,308,567	$6,822,822	74.3%	2.0%	3.6%	19.2%
G5757	265.500	$4,080,236	$52,681	$197,106	$0	$20,665	$0	$1,337,212	$5,687,900	71.7%	0.9%	3.5%	23.5%
G5858	126.313	$3,206,375	$20,585	$118,477	$0	$0	$94,776	$759,540	$4,199,753	76.3%	0.5%	2.8%	18.1%
GROUP 3	2695.294	$57,702,111	$538,161	$2,405,690	$28,961	$237,951	$1,677,275	$14,488,106	$77,078,255	74.9%	0.7%	3.1%	18.8%

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SERVICE UNIT GROUP 4:

UNIT	STAFF FTE EXCL. H/H	LOCAL SALARY	PL 89-313 SALARY	PL 94-142 FLOW THRU	PL 94-142 DISCRETION	PERS SERV SALARY	OTHER SALARY	PERS REIMBUR ALL STAFF	TOTAL SALARY (EXCL. H/H)	LOCAL %	89313 %	FLOW THRU%	REIM %
A01AA	286.683	$3,966,507	$0	$312,109	$0	$22,313	$65,550	$1,400,954	$5,767,433	68.8%	0.0%	5.4%	24.3%
A02AA	142.615	$1,701,067	$17,134	$92,187	$0	$39,437	$637,780	$562,295	$3,049,900	55.8%	0.6%	3.0%	18.4%
A05AA	80.298	$1,448,177	$0	$167,043	$0	$25,696	$1,026	$482,427	$2,124,369	68.2%	0.0%	7.9%	22.7%
A06AA	151.546	$3,016,358	$24,460	$231,047	$0	$48,072	$163,382	$853,203	$4,336,522	69.6%	0.6%	5.3%	19.7%
A07AA	422.950	$5,077,957	$47,805	$260,529	$0	$60,336	$52,767	$1,707,399	$7,206,793	70.5%	0.7%	3.6%	23.7%
A08AA	181.234	$2,987,784	$6,104	$262,187	$436	$33,531	$10,150	$1,042,170	$4,342,362	68.8%	0.1%	6.0%	24.0%
A09AA	146.810	$1,602,801	$29,114	$107,051	$0	$30,023	$423,854	$543,665	$2,736,508	58.6%	1.1%	3.9%	19.9%
F3636	586.200	$9,950,819	$178,945	$599,183	$55,620	$93,297	$507,253	$3,043,095	$14,428,212	69.0%	1.2%	4.2%	21.1%
F3737	149.900	$2,258,606	$24,535	$172,462	$13,982	$61,470	$62,564	$791,902	$3,385,521	66.7%	0.7%	5.1%	23.4%
F38FF	107.624	$1,678,001	$0	$215,777	$150	$0	$166,580	$580,432	$2,640,940	63.5%	0.0%	8.2%	22.0%
F39FF	149.946	$2,928,320	$60,480	$229,787	$0	$16,200	$0	$946,739	$4,181,526	70.0%	1.4%	5.5%	22.6%
F40FF	217.178	$3,584,458	$13,975	$330,483	$0	$65,209	$3,375	$1,104,582	$5,102,082	70.3%	0.3%	6.5%	21.6%
F42FF	70.816	$1,153,947	$13,699	$108,553	$0	$37,825	$33,551	$412,091	$1,759,666	65.6%	0.8%	6.2%	23.4%
F43FF	105.016	$2,030,779	$18,761	$157,370	$0	$37,194	$72,220	$649,875	$2,966,199	68.5%	0.6%	5.3%	21.9%
F4444	390.763	$5,163,832	$174,134	$295,670	$0	$81,785	$39,101	$1,912,985	$7,667,507	67.3%	2.3%	3.9%	24.9%
F45FF	471.246	$8,115,568	$57,030	$796,126	$0	$180,366	$41,692	$2,746,984	$11,937,766	68.0%	0.5%	6.7%	23.0%
F46FF	111.947	$2,350,167	$12,732	$184,008	$17,865	$47,971	$0	$720,357	$3,333,100	70.5%	0.4%	5.5%	21.6%
F47FF	197.803	$3,543,151	$4,200	$370,010	$0	$84,875	$0	$1,229,502	$5,231,738	67.7%	0.1%	7.1%	23.5%
F48KK	157.683	$2,805,022	$21,057	$306,152	$29,819	$54,206	$35,811	$928,705	$4,180,772	67.1%	0.5%	7.3%	22.2%
F49KK	325.929	$5,240,551	$1,227	$468,725	$20,170	$120,161	$0	$1,905,447	$7,756,281	67.6%	0.0%	6.0%	24.6%
F50KK	277.837	$4,602,097	$0	$394,429	$0	$74,560	$34,066	$1,592,074	$6,697,226	68.7%	0.0%	5.9%	23.8%
G5252	119.083	$2,245,382	$42,676	$172,457	$0	$36,459	$0	$714,889	$3,211,863	69.9%	1.3%	5.4%	22.3%
G5959	386.106	$6,932,503	$75,739	$413,288	$5,840	$111,415	$1,393	$2,060,455	$9,600,633	72.2%	0.8%	4.3%	21.5%
G6060	78.550	$1,690,468	$34,018	$116,747	$0	$21,999	$0	$527,930	$2,391,162	70.7%	1.4%	4.9%	22.1%
G6161	279.270	$4,949,373	$80,419	$297,572	$0	$54,739	$7,425	$1,634,954	$7,024,482	70.5%	1.1%	4.2%	23.3%
H7070	343.284	$4,624,760	$161,519	$480,789	$0	$132,727	$318,751	$1,711,296	$7,429,842	62.2%	2.2%	6.5%	23.0%
H7171	249.010	$4,244,173	$32,161	$444,102	$0	$84,571	$43,537	$1,390,141	$6,238,685	68.0%	0.5%	7.1%	22.3%
H7373	170.718	$3,689,819	$72,652	$243,229	$0	$14,962	$71,035	$977,332	$5,069,029	72.8%	1.4%	4.8%	19.3%
H7474	242.027	$3,805,995	$122,815	$210,549	$1,749	$26,647	$67,969	$1,205,057	$5,440,781	70.0%	2.3%	3.9%	22.1%
H7777	432.408	$8,069,573	$106,308	$665,290	$0	$68,979	$38,000	$2,348,661	$11,296,811	71.4%	0.9%	5.9%	20.8%
H7878	76.211	$1,647,614	$19,830	$158,210	$0	$15,194	$0	$470,325	$2,311,173	71.3%	0.3%	6.8%	20.4%

APPENDIX H_1. PERSONNEL COSTS AND REIMBURSEMENTS BY SERVICE UNIT GROUP.

UNIT	STAFF FTE EXCL. H/H	LOCAL SALARY	PL 89-313 SALARY	PL 94-142 FLOW THRU	PL 94-142 DISCRETION	PERS SERV SALARY	OTHER SALARY	PERS REIMBUR ALL STAFF	TOTAL SALARY (EXCL. H/H)	LOCAL %	89313 %	FLOW THRU%	REIM %
H7979	131.622	$2,246,400	$19,719	$220,653	$0	$32,213	$14,608	$717,877	$3,251,470	69.1%	0.6%	6.8%	22.1%
I8080	309.374	$3,845,350	$77,810	$386,372	$0	$70,998	$1,078,230	$1,286,018	$6,744,778	57.0%	1.2%	5.7%	19.1%
I8181	172.474	$2,753,398	$0	$266,774	$0	$112,784	$0	$1,068,386	$4,201,342	65.5%	0.0%	6.3%	25.4%
I8282	344.022	$5,117,834	$93,653	$292,922	$0	$44,285	$0	$1,648,750	$7,197,444	71.1%	1.3%	4.1%	22.9%
I8383	357.066	$4,927,643	$89,587	$371,309	$0	$44,380	$1,007,204	$1,547,886	$7,988,009	61.7%	1.1%	4.6%	19.4%
I8484	416.590	$6,334,412	$108,597	$367,846	$0	$51,025	$331,502	$2,091,484	$9,284,866	68.2%	1.2%	4.0%	22.5%
I8585	195.642	$3,284,232	$66,295	$160,184	$19,543	$7,054	$305,004	$1,025,976	$4,868,288	67.5%	1.4%	3.3%	21.1%
I8686	201.516	$3,180,325	$65,018	$256,756	$9,196	$62,903	$0	$1,020,303	$4,594,501	69.2%	1.4%	5.6%	22.2%
K63LL	141.328	$2,022,942	$14,500	$170,900	$0	$36,023	$83,605	$759,072	$3,087,042	65.5%	0.5%	5.5%	24.6%
K64LL	157.610	$2,781,521	$15,950	$228,272	$0	$29,272	$68,262	$968,413	$4,091,690	68.0%	0.4%	5.6%	23.7%
K67LL	328.992	$5,511,445	$72,911	$351,611	$0	$60,012	$21,472	$1,847,713	$7,865,164	70.1%	0.9%	4.5%	23.5%
K68LL	409.100	$7,066,306	$34,722	$518,909	$0	$65,815	$294,548	$2,372,259	$10,352,559	68.3%	0.3%	5.0%	22.9%
K6969	578.514	$9,177,334	$175,242	$938,440	$5,210	$160,659	$2,628	$3,308,302	$13,767,815	66.7%	1.3%	6.8%	24.0%
GROUP 4	10852.540	$175,354,771	$2,287,533	$13,794,069	$179,580	$2,559,642	$6,105,895	$57,860,362	$258,141,852	67.9%	0.9%	5.3%	22.4%

SERVICE UNIT GROUP 5:

UNIT	STAFF FTE EXCL. H/H	LOCAL SALARY	PL 89-313 SALARY	PL 94-142 FLOW THRU	PL 94-142 DISCRETION	PERS SERV SALARY	OTHER SALARY	PERS REIMBUR ALL STAFF	TOTAL SALARY (EXCL. H/H)	LOCAL %	89313 %	FLOW THRU%	REIM %
A03AA	642.577	$12,494,896	$154,384	$724,420	$0	$107,924	$215,811	$3,319,431	$17,016,866	73.4%	0.9%	4.3%	19.5%
A04AA	103.000	$2,175,448	$0	$144,713	$0	$24,610	$0	$594,986	$2,939,757	74.0%	0.0%	4.9%	20.2%
F41FF	434.573	$9,150,979	$234,534	$585,387	$0	$83,123	$864,704	$2,529,879	$13,448,606	68.0%	1.7%	4.4%	18.8%
F51KK	375.890	$6,761,192	$199,464	$654,971	$25,886	$59,417	$502,552	$2,020,920	$10,224,402	66.1%	2.0%	6.4%	19.8%
F88FF	127.607	$2,247,151	$52,181	$133,529	$0	$22,980	$48,900	$683,049	$3,187,790	70.5%	1.6%	4.2%	21.4%
G6262	96.000	$1,911,205	$50,215	$157,103	$0	$16,668	$44,075	$592,823	$2,772,089	68.9%	1.8%	5.7%	21.4%
H7272	138.667	$2,507,958	$0	$180,485	$0	$37,985	$118,002	$796,004	$3,640,434	68.9%	0.0%	5.0%	21.9%
H7575	95.615	$1,855,007	$24,348	$128,553	$0	$15,718	$0	$553,693	$2,577,319	72.0%	0.9%	5.0%	21.5%
H7676	208.500	$5,524,792	$0	$353,395	$0	$0	$108,253	$1,282,432	$7,268,872	76.0%	0.0%	4.9%	17.6%
K65LL	232.676	$3,834,339	$46,819	$225,850	$0	$29,737	$138,316	$1,140,295	$5,415,356	70.8%	0.9%	4.2%	21.1%
K66LL	172.785	$2,725,346	$30,497	$172,005	$0	$65,371	$199,638	$824,668	$4,017,525	67.8%	0.8%	4.3%	20.5%
GROUP 5	2627.890	$51,188,313	$792,442	$3,460,411	$25,886	$463,533	$2,240,251	$14,338,180	$72,509,016	70.6%	1.1%	4.8%	19.8%
TOTAL	36499.988	$741,179,938	$11,629,485	$34,689,020	$1,014,402	$5,100,738	$25,620,484	$197,840,620	$1,017,074,687	72.9%	1.1%	3.4%	19.5%

APPENDIX H-2. PERSONNEL COSTS AND REIMBURSEMENTS BY EAV PER PUPIL RANGE.

UNIT	STAFF FTE EXCL. H/H	LOCAL SALARY	PL 89-313 SALARY	PL 94-142 FLOW THRU	PL 94-142 DISCRETION	PERS SERV SALARY	OTHER SALARY	PERS REIMBUR ALL STAFF	TOTAL SALARY (EXCL. H/H)	LOCAL %	89313 %	FLOW THRU%	REIM %
EAV PER PUPIL RANGE $120,000+:													
C1818	1965.141	$44,082,297	$607,787	$1,464,838	$68,117	$111,942	$1,946,282	$9,455,029	$57,736,292	76.4%	1.1%	2.5%	16.4%
C1919	1092.877	$28,447,960	$188,893	$917,607	$146,426	$65,985	$444,907	$5,676,454	$35,888,232	79.3%	0.5%	2.6%	15.8%
C20CC	441.266	$12,031,551	$103,809	$438,602	$11,667	$45,970	$707,450	$2,368,270	$15,707,319	76.6%	0.7%	2.8%	15.1%
C21CC	305.650	$9,055,541	$105,668	$193,165	$0	$6,080	$0	$1,803,793	$11,164,247	81.1%	0.9%	1.7%	16.2%
D2525	304.140	$7,677,997	$78,856	$433,024	$0	$32,396	$48,179	$1,696,482	$9,966,934	77.0%	0.8%	4.3%	17.0%
D2727	277.140	$7,187,427	$83,517	$319,770	$0	$49,222	$0	$1,715,875	$9,355,811	76.8%	0.9%	3.4%	18.3%
D3030	593.345	$12,525,808	$232,600	$255,222	$31,000	$82,468	$122,972	$2,903,354	$16,153,424	77.5%	1.4%	1.6%	18.0%
F47FF	197.803	$3,543,151	$4,200	$370,010	$0	$84,875	$0	$1,229,502	$5,231,738	67.7%	0.1%	7.1%	23.5%
G5555	125.500	$2,411,028	$26,700	$174,729	$0	$8,874	$0	$740,147	$3,361,478	71.7%	0.8%	5.2%	22.0%
RANGE $120k+	5302.863	$126,962,760	$1,432,030	$4,566,967	$257,210	$487,812	$3,269,790	$27,588,906	$164,565,475	77.2%	0.9%	2.8%	16.8%
EAV PER PUPIL RANGE $100,000+:													
A06AA	151.546	$3,016,358	$24,460	$231,047	$0	$48,072	$163,382	$853,203	$4,336,522	69.6%	0.6%	5.3%	19.7%
C22CC	278.400	$6,232,039	$68,145	$161,245	$28,961	$23,268	$422,815	$1,264,070	$8,200,543	76.0%	0.8%	2.0%	15.4%
C23CC	62.500	$2,256,218	$0	$35,594	$0	$0	$0	$436,727	$2,728,539	82.7%	0.0%	1.3%	16.0%
D2424	1389.534	$25,546,185	$736,370	$802,043	$246,689	$93,154	$742,983	$6,480,319	$34,647,743	73.7%	2.1%	2.3%	18.7%
D9494	134.900	$4,091,370	$0	$122,890	$0	$0	$0	$927,111	$5,141,371	79.6%	0.0%	2.4%	18.0%
G6060	78.550	$1,690,468	$34,018	$116,747	$0	$21,999	$0	$527,930	$2,391,162	70.7%	1.4%	4.9%	22.1%
RANGE $100k+	2095.430	$42,832,638	$862,993	$1,469,566	$275,650	$186,493	$1,329,180	$10,489,360	$57,445,880	74.6%	1.5%	2.6%	18.3%
EAV PER PUPIL RANGE $ 80,000+:													
A12AA	320.896	$6,073,946	$54,674	$323,468	$0	$59,631	$70,774	$1,736,545	$8,319,038	73.0%	0.7%	3.9%	20.9%
B1616	1580.071	$31,947,567	$475,330	$759,226	$0	$353,913	$826,131	$8,759,665	$43,121,832	74.1%	1.1%	1.8%	20.3%
D2626	493.798	$10,700,125	$162,439	$424,510	$0	$34,140	$17,000	$2,579,544	$13,917,758	76.9%	1.2%	3.1%	18.5%
D2828	531.957	$10,194,322	$222,874	$386,782	$0	$35,764	$0	$2,740,822	$13,580,564	75.1%	1.6%	2.8%	20.2%
D2929	441.948	$9,674,975	$213,321	$465,260	$0	$45,521	$73,660	$2,298,959	$12,771,696	75.8%	1.7%	3.6%	18.0%
D3131	581.957	$11,343,055	$312,521	$355,036	$0	$56,034	$88,165	$3,148,774	$15,303,585	74.1%	2.0%	2.3%	20.6%
D9595	87.700	$2,119,734	$0	$90,704	$0	$0	$0	$545,560	$2,755,998	76.9%	0.0%	3.3%	19.8%
F88FF	127.607	$2,247,151	$52,181	$133,529	$0	$22,980	$48,900	$683,049	$3,187,790	70.5%	1.6%	4.2%	21.4%
K65LL	232.676	$3,834,339	$46,819	$225,850	$0	$29,737	$138,316	$1,140,295	$5,415,356	70.8%	0.9%	4.2%	21.1%

APPENDIX H-2. PERSONNEL COSTS AND REIMBURSEMENTS BY EAV PER PUPIL RANGE.

UNIT	STAFF FTE EXCL. H/H	LOCAL SALARY	PL 89-313 SALARY	PL 94-142 FLOW THRU	PL 94-142 DISCRETION	PERS SERV SALARY	OTHER SALARY	PERS REIMBUR ALL STAFF	TOTAL SALARY (EXCL. H/H)	LOCAL %	89313 %	FLOW THRU%	REIM %
RANGE $ 80k+	4398.610	$88,135,214	$1,540,159	$3,164,365	$0	$637,720	$1,262,946	$23,633,213	$118,373,617	74.5%	1.3%	2.7%	20.0%
EAV PER PUPIL RANGE $ 60,000+:													
A07AA	422.950	$5,077,957	$47,805	$260,529	$0	$60,336	$52,767	$1,707,399	$7,206,793	70.5%	0.7%	3.6%	23.7%
A10AA	158.067	$3,229,948	$6,536	$287,472	$0	$21,229	$0	$923,449	$4,468,634	72.3%	0.1%	6.4%	20.7%
A13AA	206.322	$4,059,075	$75,914	$127,966	$0	$31,650	$0	$1,077,387	$5,371,992	75.6%	1.4%	2.4%	20.1%
B1515	758.496	$13,517,548	$204,958	$720,147	$0	$74,692	$17,024	$4,216,796	$18,751,165	72.1%	1.1%	3.8%	22.5%
D9090	145.489	$2,876,760	$35,399	$109,876	$0	$1,260	$0	$759,780	$3,783,075	76.0%	0.9%	2.9%	20.1%
E3232	396.543	$8,581,544	$46,943	$426,090	$0	$39,880	$0	$2,200,621	$11,295,078	76.0%	0.4%	3.8%	19.5%
E3434	805.501	$14,735,941	$253,079	$1,100,115	$0	$221,947	$415,375	$4,210,085	$20,936,542	70.4%	1.2%	5.3%	20.1%
F46FF	111.947	$2,350,167	$12,732	$184,008	$17,865	$47,971	$0	$720,357	$3,333,100	70.5%	0.4%	5.5%	21.6%
F51KK	375.890	$6,761,192	$199,464	$654,971	$25,886	$59,417	$502,552	$2,020,920	$10,224,402	66.1%	2.0%	6.4%	19.8%
G5252	119.083	$2,245,382	$42,676	$172,457	$0	$36,459	$0	$714,889	$3,211,863	69.9%	1.3%	5.4%	22.3%
G5454	161.000	$2,681,486	$16,495	$222,716	$0	$22,638	$0	$869,454	$3,812,789	70.3%	0.4%	5.8%	22.8%
G5858	126.313	$3,206,375	$20,585	$118,477	$0	$0	$94,776	$759,540	$4,199,753	76.3%	0.5%	2.8%	18.1%
G5959	386.106	$6,932,503	$75,739	$413,288	$5,840	$111,415	$1,393	$2,060,455	$9,600,633	72.2%	0.8%	4.3%	21.5%
K66LL	172.785	$2,725,346	$30,497	$172,005	$0	$65,371	$199,638	$824,668	$4,017,525	67.8%	0.8%	4.3%	20.5%
RANGE $ 60k+	4346.492	$78,981,224	$1,068,822	$4,970,117	$49,591	$794,265	$1,283,525	$23,065,800	$110,213,344	71.7%	1.0%	4.5%	20.9%
EAV PER PUPIL RANGE $ 40,000+:													
A01AA	286.683	$3,966,507	$0	$312,109	$0	$22,313	$65,550	$1,400,954	$5,767,433	68.8%	0.0%	5.4%	24.3%
A02AA	142.615	$1,701,067	$17,134	$92,187	$0	$39,437	$637,780	$562,295	$3,049,900	55.8%	0.6%	3.0%	18.4%
A03AA	642.577	$12,494,896	$154,384	$724,420	$0	$107,924	$215,811	$3,319,431	$17,016,866	73.4%	0.9%	4.3%	19.5%
A04AA	103.000	$2,175,448	$0	$144,713	$0	$24,610	$0	$594,986	$2,939,757	74.0%	0.0%	4.9%	20.2%
A05AA	80.298	$1,448,177	$0	$167,043	$0	$25,696	$1,026	$482,427	$2,124,369	68.2%	0.0%	7.9%	22.7%
A08AA	181.234	$2,987,784	$6,104	$262,187	$436	$33,531	$10,150	$1,042,170	$4,342,362	68.8%	0.1%	6.0%	24.0%
A09AA	146.810	$1,602,801	$29,114	$107,051	$0	$30,023	$423,854	$543,665	$2,736,508	58.6%	1.1%	3.9%	19.9%
A11AA	524.399	$11,900,839	$40,000	$509,582	$0	$50,850	$509,279	$2,810,566	$15,821,116	75.2%	0.3%	3.2%	17.8%
B1717	287.704	$5,239,760	$68,811	$182,058	$0	$24,212	$650,350	$1,366,807	$7,531,998	69.6%	0.9%	2.4%	18.1%
E3333	522.424	$12,025,370	$271,620	$684,086	$11,299	$109,500	$36,245	$3,089,154	$16,227,274	74.1%	1.7%	4.2%	19.0%
E3535	715.910	$14,449,475	$173,627	$823,680	$0	$116,668	$78,778	$3,825,980	$19,468,208	74.2%	0.9%	4.2%	19.7%
F3636	586.200	$9,950,819	$178,945	$599,183	$55,620	$93,297	$507,253	$3,043,095	$14,428,212	69.0%	1.2%	4.2%	21.1%
F3737	149.900	$2,258,606	$24,535	$172,462	$13,982	$61,470	$62,564	$791,902	$3,385,521	66.7%	0.7%	5.1%	23.4%
F38FF	107.624	$1,678,001	$0	$215,777	$150	$0	$166,580	$580,432	$2,640,940	63.5%	0.0%	8.2%	22.0%
F39FF	149.946	$2,928,320	$60,480	$229,787	$0	$16,200	$0	$946,739	$4,181,526	70.0%	1.4%	5.5%	22.6%
F40FF	217.178	$3,584,458	$13,975	$330,483	$0	$65,209	$3,375	$1,104,582	$5,102,082	70.3%	0.3%	6.5%	21.6%

BEST COPY AVAILABLE

APPENDIX H-2. PERSONNEL COSTS AND REIMBURSEMENTS BY EAV PER PUPIL RANGE.

UNIT	STAFF FTE EXCL. H/H	LOCAL SALARY	PL 89-313 SALARY	PL 94-142 FLOW THRU	PL 94-142 DISCRETION	PERS SERV SALARY	OTHER SALARY	PERS REIMBUR ALL STAFF	TOTAL SALARY (EXCL. H/H)	LOCAL %	89313 %	FLOW THRU%	REIM %
F41FF	434.573	$9,150,979	$234,534	$585,387	$0	$83,123	$864,704	$2,529,879	$13,448,606	68.0%	1.7%	4.4%	18.8%
F43FF	105.016	$2,030,779	$18,761	$157,370	$0	$37,194	$72,220	$649,875	$2,966,199	68.5%	0.6%	5.3%	21.9%
F4444	390.763	$5,163,832	$174,134	$295,670	$0	$81,785	$39,101	$1,912,985	$7,667,507	67.3%	2.3%	3.9%	24.9%
F45FF	471.246	$8,115,568	$57,030	$796,126	$0	$180,366	$41,692	$2,746,984	$11,937,766	68.0%	0.5%	6.7%	23.0%
F48KK	157.683	$2,805,022	$21,057	$306,152	$29,819	$54,206	$35,811	$928,705	$4,180,772	67.1%	0.5%	7.3%	22.2%
F49KK	325.929	$5,240,551	$1,227	$468,725	$20,170	$120,161	$0	$1,905,447	$7,756,281	67.6%	0.0%	6.0%	24.6%
F50KK	277.837	$4,602,097	$0	$394,429	$0	$74,560	$34,066	$1,592,074	$6,697,226	68.7%	0.0%	5.9%	23.8%
G5353	164.146	$3,201,075	$116,387	$214,913	$0	$39,187	$0	$924,312	$4,495,874	71.2%	2.6%	4.8%	20.6%
G5656	246.000	$5,068,663	$138,304	$242,416	$0	$64,817	$55	$1,308,567	$6,822,822	74.3%	2.0%	3.6%	19.2%
H7070	343.284	$4,624,760	$161,519	$480,789	$0	$132,727	$318,751	$1,711,296	$7,429,842	62.2%	2.2%	6.5%	23.0%
H7171	249.010	$4,244,173	$32,161	$444,102	$0	$84,571	$43,537	$1,390,141	$6,238,685	68.0%	0.5%	7.1%	22.3%
H7272	138.667	$2,507,958	$0	$180,485	$0	$37,985	$118,002	$796,004	$3,640,434	68.9%	0.0%	5.0%	21.9%
H7373	170.718	$3,689,819	$72,652	$243,229	$0	$14,962	$71,035	$977,332	$5,069,029	72.8%	1.4%	4.8%	19.3%
H7474	242.027	$3,805,995	$122,815	$210,549	$1,749	$26,647	$67,969	$1,205,057	$5,440,781	70.0%	2.3%	3.9%	22.1%
H7575	95.615	$1,855,007	$24,348	$128,553	$0	$15,718	$0	$553,693	$2,577,319	72.0%	0.9%	5.0%	21.5%
H7777	432.408	$8,069,573	$106,308	$665,290	$0	$68,979	$38,000	$2,348,661	$11,296,811	71.4%	0.9%	5.9%	20.8%
H7979	131.622	$2,246,400	$19,719	$220,653	$0	$32,213	$14,608	$717,877	$3,251,470	69.1%	0.6%	6.8%	22.1%
I8181	172.474	$2,753,398	$0	$266,774	$0	$112,784	$0	$1,068,386	$4,201,342	65.5%	0.0%	6.3%	25.4%
K63LL	141.328	$2,022,942	$14,500	$170,900	$0	$36,023	$83,605	$759,072	$3,087,042	65.5%	0.5%	5.5%	24.6%
K64LL	157.610	$2,781,521	$15,950	$228,272	$0	$29,272	$68,262	$968,413	$4,091,690	68.0%	0.4%	5.6%	23.7%
K68LL	409.100	$7,066,306	$34,722	$518,909	$0	$65,815	$294,548	$2,372,259	$10,352,559	68.3%	0.3%	5.0%	22.9%
K6969	578.514	$9,177,334	$175,242	$938,440	$5,210	$160,659	$2,628	$3,308,302	$13,767,815	66.7%	1.3%	6.8%	24.0%
RANGE $ 40k+	10680.073	$190,616,080	$2,580,099	$13,714,941	$138,435	$2,374,694	$5,577,189	$58,180,506	$273,181,944	69.8%	0.9%	5.0%	21.3%

* * *

EAV PER PUPIL RANGE $ 20,000+:

A14AA	172.000	$3,341,094	$31,786	$220,304	$0	$0	$0	$971,330	$4,564,514	73.2%	0.7%	4.8%	21.3%
F42FF	70.816	$1,153,947	$13,699	$108,553	$0	$37,825	$33,551	$412,091	$1,759,666	65.6%	0.8%	6.2%	23.4%
G5757	265.500	$4,080,236	$52,681	$197,106	$0	$20,665	$0	$1,337,212	$5,687,900	71.7%	0.9%	3.5%	23.5%
G6161	279.270	$4,949,373	$80,419	$297,572	$0	$54,739	$7,425	$1,634,954	$7,024,482	70.5%	1.1%	4.2%	23.3%
G6262	96.000	$1,911,205	$50,215	$157,103	$0	$16,668	$44,075	$592,823	$2,772,089	68.9%	1.8%	5.7%	21.4%
H7878	76.211	$1,647,614	$19,830	$158,210	$0	$15,194	$0	$470,325	$2,311,173	71.3%	0.9%	6.8%	20.4%
I8080	309.374	$3,845,350	$77,810	$386,372	$0	$70,998	$1,078,230	$1,286,018	$6,744,778	57.0%	1.2%	5.7%	19.1%
I8282	344.022	$5,117,834	$93,653	$292,922	$0	$44,285	$0	$1,648,750	$7,197,444	71.1%	1.3%	4.1%	22.9%
I8383	357.066	$4,927,643	$89,587	$371,309	$0	$44,380	$1,007,204	$1,547,886	$7,988,009	61.7%	1.1%	4.6%	19.4%
I8484	416.590	$6,334,412	$108,597	$367,846	$0	$51,025	$331,502	$2,091,484	$9,284,866	68.2%	1.2%	4.0%	22.5%
I8585	195.642	$3,284,232	$66,295	$160,184	$19,543	$7,054	$305,004	$1,025,976	$4,868,288	67.5%	1.4%	3.3%	21.1%
I8686	201.516	$3,180,325	$65,018	$256,756	$9,196	$62,903	$0	$1,020,303	$4,594,501	69.2%	1.4%	5.6%	22.2%
K67LL	328.992	$5,511,445	$72,911	$351,611	$0	$60,012	$21,472	$1,847,713	$7,865,164	70.1%	0.9%	4.5%	23.5%

APPENDIX H-2. PERSONNEL COSTS AND REIMBURSEMENTS BY EAV PER PUPIL RANGE.

UNIT	STAFF FTE EXCL. H/H	LOCAL SALARY	PL 89-313 SALARY	PL 94-142 FLOW THRU	PL 94-142 DISCRETION	PERS SERV SALARY	OTHER SALARY	PERS REIMBUR ALL STAFF	TOTAL SALARY (EXCL. H/H)	LOCAL %	89313 %	FLOW THRU%	REIM %
RANGE $ 20k+	3112.999	$49,284,710	$822,501	$3,325,848	$28,739	$485,748	$2,828,463	$15,886,865	$72,662,874	67.8%	1.1%	4.6%	21.9%
EAV PER PUPIL RANGE $ 0,000+:													
H7676	208.500	$5,524,792	$0	$353,395	$0	$0	$108,253	$1,282,432	$7,268,872	76.0%	0.0%	4.9%	17.6%
RANGE $ 0k+	208.500	$5,524,792	$0	$353,395	$0	$0	$108,253	$1,282,432	$7,268,872	76.0%	0.0%	4.9%	17.6%
STATE TOTAL EXCLUDING CHICAGO:													
	30144.967	$582,337,418	$8,306,604	$31,565,199	$749,625	$4,966,732	$15,659,346	$160,127,082	$803,712,006	72.5%	1.0%	3.9%	19.9%
CHICAGO SCHOOL DISTRICT 299:													
	6355.024	$158,842,520	$3,322,881	$3,123,821	$264,777	$134,006	$9,961,138	$37,713,538	$213,362,681	74.4%	1.6%	1.5%	17.7%
STATE TOTAL:													
	36499.988	$741,179,938	$11,629,485	$34,689,020	$1,014,402	$5,100,738	$25,620,484	$197,840,620	$1,017,074,687	72.9%	1.1%	3.4%	19.5%

APPENDIX H-3. PERSONNEL REIMBURSEMENT FOR SELECTED TEACHER CATEGORIES BY SERVICE UNIT GROUP.

SERV UNIT	PH TEACHER REIMBURSEMENT	TMH TEACHER REIMBURSEMENT	OSP TEACHER REIMBURSEMENT	REIMBURSEMENT ALL TEACHERS	PH/TMH/OSP AS % OF TEACH REIM	REIMBURSEMENT ALL STAFF	TEACH REIM AS % OF STAFF REIM
SERVICE UNIT GROUP 1							
J8787	$1,343,224	$1,660,472	$0	$28,582,725	10.5%	$37,713,538	75.8%
GROUP 1	$1,343,224	$1,660,472	$0	$28,582,725	10.5%	$37,713,538	75.8%
SERVICE UNIT GROUP 2							
A12AA	$0	$82,712	$0	$1,293,582	6.4%	$1,736,545	74.5%
B1515	$49,632	$132,792	$0	$2,906,182	6.3%	$4,216,796	68.9%
B1616	$121,232	$307,048	$0	$6,413,461	6.7%	$8,759,665	73.2%
C1818	$211,048	$312,199	$24,276	$6,561,222	8.3%	$9,455,029	69.4%
C1919	$25,032	$153,120	$0	$3,841,005	4.6%	$5,676,454	67.7%
C20CC	$20,000	$40,600	$0	$1,695,546	3.6%	$2,368,270	71.6%
C21CC	$0	$146,336	$0	$1,308,527	11.2%	$1,803,793	72.5%
D2424	$54,960	$503,783	$0	$4,655,494	12.0%	$6,480,319	71.8%
D2525	$0	$58,832	$0	$1,293,606	4.5%	$1,696,482	76.3%
D2626	$20,576	$76,480	$0	$1,840,799	5.3%	$2,579,544	71.4%
D2727	$28,000	$103,104	$0	$1,313,993	10.0%	$1,715,875	76.6%
D2828	$8,816	$118,272	$35,096	$2,099,201	7.7%	$2,740,822	76.6%
D2929	$0	$129,360	$0	$1,632,523	7.9%	$2,298,959	71.0%
D3030	$0	$170,984	$0	$2,176,122	7.9%	$2,903,354	75.0%
D3131	$19,240	$127,280	$0	$2,254,235	6.5%	$3,148,774	71.6%
E3232	$0	$80,884	$0	$1,694,902	4.8%	$2,200,621	77.0%
E3333	$0	$211,056	$0	$2,237,789	9.4%	$3,089,154	72.4%
E3434	$65,768	$172,208	$0	$3,129,475	7.6%	$4,210,085	74.3%
E3535	$8,816	$259,512	$0	$2,905,181	9.2%	$3,825,980	75.9%
G5353	$0	$46,784	$0	$738,125	6.3%	$924,312	79.9%
G5454	$0	$8,816	$0	$673,001	1.3%	$869,454	77.4%
G5555	$0	$0	$0	$626,934	0.0%	$740,147	84.7%
GROUP 2	$633,120	$3,242,162	$59,372	$53,290,905	7.4%	$73,440,434	72.6%
SERVICE UNIT GROUP 3							
A10AA	$0	$24,000	$0	$788,104	3.0%	$923,449	85.3%
A11AA	$60,472	$107,504	$0	$2,124,165	7.9%	$2,810,566	75.6%
A13AA	$8,000	$133,112	$0	$836,161	16.9%	$1,077,387	77.6%
A14AA	$21,576	$0	$0	$791,986	2.7%	$971,330	81.5%
B1717	$8,512	$61,024	$0	$1,073,191	6.5%	$1,366,807	78.5%
C22CC	$2,592	$82,851	$0	$820,616	10.4%	$1,264,070	64.9%

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APPENDIX H-3. PERSONNEL REIMBURSEMENT FOR SELECTED TEACHER CATEGORIES BY SERVICE UNIT GROUP.

SERV UNIT	PH TEACHER REIMBURSEMENT	TMH TEACHER REIMBURSEMENT	OSP TEACHER REIMBURSEMENT	REIMBURSEMENT ALL TEACHERS	PH/TMH/OSP AS % OF TEACH REIM	REIMBURSEMENT ALL STAFF	TEACH REIM AS % OF STAFF REIM
C23CC	$0	$0	$0	$283,054	0.0%	$436,727	64.8%
D9090	$44,011	$28,096	$0	$526,701	13.7%	$759,780	69.3%
D9494	$0	$0	$0	$667,232	0.0%	$927,111	72.0%
D9595	$0	$0	$0	$382,818	0.0%	$545,560	70.2%
G5656	$0	$50,800	$0	$975,286	5.2%	$1,308,567	74.5%
G5757	$65,048	$45,336	$0	$1,125,904	9.8%	$1,337,212	84.2%
G5858	$8,000	$25,464	$8,864	$493,061	8.6%	$759,540	64.9%
GROUP 3	$218,211	$558,187	$8,864	$10,888,279	7.2%	$14,488,106	75.2%

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SERVICE UNIT GROUP 4

SERV UNIT	PH TEACHER REIMBURSEMENT	TMH TEACHER REIMBURSEMENT	OSP TEACHER REIMBURSEMENT	REIMBURSEMENT ALL TEACHERS	PH/TMH/OSP AS % OF TEACH REIM	REIMBURSEMENT ALL STAFF	TEACH REIM AS % OF STAFF REIM
A01AA	$8,000	$64,688	$816	$1,212,079	6.1%	$1,400,954	86.5%
A02AA	$0	$8,000	$0	$451,539	1.8%	$562,295	80.3%
A05AA	$0	$67,249	$0	$380,122	17.7%	$482,427	78.8%
A06AA	$8,000	$48,000	$0	$704,017	8.0%	$853,203	82.5%
A07AA	$12,000	$115,336	$0	$1,417,283	9.0%	$1,707,399	83.0%
A08AA	$8,000	$32,000	$16,640	$893,182	6.3%	$1,042,170	85.7%
A09AA	$0	$24,826	$0	$466,912	5.3%	$543,665	85.9%
F3636	$74,160	$140,640	$16,000	$2,464,854	9.4%	$3,043,095	81.0%
F3737	$31,864	$42,504	$0	$636,554	11.7%	$791,902	80.4%
F38FF	$0	$8,000	$0	$520,346	1.5%	$580,432	89.6%
F39FF	$8,000	$64,168	$0	$762,368	9.5%	$946,739	80.5%
F40FF	$0	$32,000	$0	$911,208	3.5%	$1,104,582	82.5%
F42FF	$0	$13,944	$0	$333,728	4.2%	$412,091	81.0%
F43FF	$8,000	$39,584	$0	$558,224	8.5%	$649,875	85.9%
F4444	$8,000	$119,200	$0	$1,666,947	7.6%	$1,912,985	87.1%
F45FF	$19,320	$181,324	$0	$2,309,841	8.7%	$2,746,984	84.1%
F46FF	$0	$61,224	$0	$618,017	9.9%	$720,357	85.8%
F47FF	$0	$8,000	$0	$1,051,376	0.8%	$1,229,502	85.5%
F48KK	$16,000	$25,632	$0	$783,041	5.3%	$928,705	84.3%
F49KK	$24,000	$56,728	$0	$1,680,000	4.8%	$1,905,447	88.2%
F50KK	$0	$76,496	$0	$1,363,245	5.6%	$1,592,074	85.6%
G5252	$7,708	$0	$0	$557,108	1.4%	$714,889	77.9%
G5959	$8,000	$90,328	$0	$1,649,463	6.0%	$2,060,455	80.1%
G6060	$0	$24,344	$0	$426,375	5.7%	$527,930	80.8%
G6161	$16,776	$72,184	$0	$1,152,587	7.7%	$1,634,954	70.5%
H7070	$16,728	$82,712	$0	$1,526,469	6.5%	$1,711,296	89.2%
H7171	$7,952	$48,816	$0	$1,160,448	4.9%	$1,390,141	83.5%
H7373	$31,104	$40,864	$0	$681,773	10.6%	$977,332	69.8%
H7474	$0	$0	$0	$906,600	0.0%	$1,205,057	75.2%
H7777	$16,000	$60,840	$0	$1,885,668	4.1%	$2,348,661	80.3%
H7878	$32,000	$48,000	$0	$368,159	21.7%	$470,325	78.3%
H7979	$8,049	$16,000	$0	$569,200	4.2%	$717,877	79.3%

APPENDIX H-3. PERSONNEL REIMBURSEMENT FOR SELECTED TEACHER CATEGORIES BY SERVICE UNIT GROUP.

SERV UNIT	PH TEACHER REIMBURSEMENT	TMH TEACHER REIMBURSEMENT	OSP TEACHER REIMBURSEMENT	REIMBURSEMENT ALL TEACHERS	PH/TMH/OSP AS % OF TEACH REIM	REIMBURSEMENT ALL STAFF	TEACH REIM AS % OF STAFF REIM
I8080	$7,736	$55,904	$0	$1,125,838	5.7%	$1,286,018	87.5%
I8181	$0	$41,296	$0	$949,135	4.4%	$1,068,386	88.8%
I8282	$0	$64,000	$0	$1,439,769	4.4%	$1,648,750	87.3%
I8383	$0	$73,280	$0	$1,276,604	5.7%	$1,547,886	82.5%
I8484	$0	$80,648	$0	$1,737,361	4.6%	$2,091,484	83.1%
I8585	$16,000	$72,000	$0	$883,080	10.0%	$1,025,976	86.1%
I8686	$0	$46,296	$0	$790,495	5.9%	$1,020,303	77.5%
K63LL	$8,000	$24,000	$0	$643,694	5.0%	$759,072	84.8%
K64LL	$0	$8,000	$0	$741,516	1.1%	$968,413	76.6%
K67LL	$8,000	$117,328	$0	$1,492,806	8.4%	$1,847,713	80.8%
K68LL	$31,952	$146,232	$0	$1,852,857	9.6%	$2,372,259	78.1%
K6969	$0	$111,688	$50,112	$2,637,517	6.1%	$3,308,302	79.7%
GROUP 4	$441,349	$2,554,303	$83,568	$47,639,405	6.5%	$57,860,362	82.3%
SERVICE UNIT GROUP 5							
A03AA	$40,128	$84,656	$24,000	$2,530,427	5.9%	$3,319,431	76.2%
A04AA	$0	$32,000	$0	$440,926	7.3%	$594,986	74.1%
F41FF	$16,000	$225,240	$0	$1,984,034	12.2%	$2,529,879	78.4%
F51KK	$32,000	$115,933	$0	$1,621,792	9.1%	$2,020,920	80.3%
F88FF	$0	$108,768	$0	$557,726	19.5%	$683,049	81.7%
G6262	$8,000	$40,000	$0	$460,968	10.4%	$592,823	77.8%
H7272	$8,000	$24,000	$0	$604,373	5.3%	$796,004	75.9%
H7575	$0	$40,320	$0	$476,649	8.5%	$553,693	86.1%
H7676	$32,000	$64,000	$0	$993,739	9.7%	$1,282,432	77.5%
K65LL	$41,840	$88,656	$0	$891,252	14.6%	$1,140,295	78.2%
K66LL	$0	$7,664	$63,344	$618,938	11.5%	$824,668	75.1%
GROUP 5	$177,968	$831,237	$87,344	$11,180,824	9.8%	$14,338,180	78.0%
TOTAL	$2,813,872	$8,846,361	$239,148	$151,582,138	7.9%	$197,840,620	76.6%

APPENDIX H-4. PERSONNEL REIMBURSEMENT FOR SELECTED TEACHER CATEGORIES BY EAV PER PUPIL RANGE.

SERV UNIT	PH TEACHER REIMBURSEMENT	TMH TEACHER REIMBURSEMENT	OSP TEACHER REIMBURSEMENT	REIMBURSEMENT ALL TEACHERS	PH/TMH/OSP AS % OF TEACH REIM	REIMBURSEMENT ALL STAFF	TEACH REIM AS % OF STAFF REIM
EAV PER PUPIL RANGE $120,000+:							
C1818	$211,048	$312,199	$24,276	$6,561,222	8.3%	$9,455,029	69.4%
C1919	$25,032	$153,120	$0	$3,841,005	4.6%	$5,676,454	67.7%
C20CC	$20,000	$40,600	$0	$1,695,546	3.6%	$2,368,270	71.6%
C21CC	$0	$146,336	$0	$1,308,527	11.2%	$1,803,793	72.5%
D2525	$0	$58,832	$0	$1,293,606	4.5%	$1,696,482	76.3%
D2727	$28,000	$103,104	$0	$1,313,993	10.0%	$1,715,875	76.6%
D3030	$0	$170,984	$0	$2,176,122	7.9%	$2,903,354	75.0%
F47FF	$0	$8,000	$0	$1,051,376	0.8%	$1,229,502	85.5%
G5555	$0	$0	$0	$626,934	0.0%	$740,147	84.7%
RANGE $120k+	$284,080	$993,175	$24,276	$19,868,331	6.6%	$27,588,906	72.0%
**							
EAV PER PUPIL RANGE $100,000+:							
A06AA	$8,000	$48,000	$0	$704,017	8.0%	$853,203	82.5%
C22CC	$2,592	$82,851	$0	$820,616	10.4%	$1,264,070	64.9%
C23CC	$0	$0	$0	$283,054	0.0%	$436,727	64.8%
D2424	$54,960	$503,783	$0	$4,655,494	12.0%	$6,480,319	71.8%
D9494	$0	$0	$0	$667,232	0.0%	$927,111	72.0%
G6060	$0	$24,344	$0	$426,375	5.7%	$527,930	80.8%
RANGE $100k+	$65,552	$658,978	$0	$7,556,788	9.6%	$10,489,360	72.0%
**							
EAV PER PUPIL RANGE $ 80,000+:							
A12AA	$0	$82,712	$0	$1,293,582	6.4%	$1,736,545	74.5%
B1616	$121,232	$307,048	$0	$6,413,461	6.7%	$8,759,665	73.2%
D2626	$20,576	$76,480	$0	$1,840,799	5.3%	$2,579,544	71.4%
D2828	$8,816	$118,272	$35,096	$2,099,201	7.7%	$2,740,822	76.6%
D2929	$0	$129,360	$0	$1,632,523	7.9%	$2,298,959	71.0%
D3131	$19,240	$127,280	$0	$2,254,235	6.5%	$3,148,774	71.6%
D9595	$0	$0	$0	$382,818	0.0%	$545,560	70.2%
F88FF	$0	$108,768	$0	$557,726	19.5%	$683,049	81.7%
K65LL	$41,840	$88,656	$0	$891,252	14.6%	$1,140,295	78.2%

APPENDIX H-4. PERSONNEL REIMBURSEMENT FOR SELECTED TEACHER CATEGORIES BY EAV PER PUPIL RANGE.

SERV UNIT	PH TEACHER REIMBURSEMENT	TMH TEACHER REIMBURSEMENT	OSP TEACHER REIMBURSEMENT	REIMBURSEMENT ALL TEACHERS	PH/TMH/OSP AS % OF TEACH REIM	REIMBURSEMENT ALL STAFF	TEACH REIM AS % OF STAFF REIM
RANGE $ 80k+	$211,704	$1,038,576	$35,096	$17,365,597	7.4%	$23,633,213	73.5%
EAV PER PUPIL RANGE $ 60,000+:							
A07AA	$12,000	$115,336	$0	$1,417,283	9.0%	$1,707,399	83.0%
A10AA	$0	$24,000	$0	$788,104	3.0%	$923,449	85.3%
A13AA	$8,000	$133,112	$0	$836,161	16.9%	$1,077,387	77.6%
B1515	$49,632	$132,792	$0	$2,906,182	6.3%	$4,216,796	68.9%
D9090	$44,011	$28,096	$0	$526,701	13.7%	$759,780	69.3%
E3232	$0	$80,884	$0	$1,694,902	4.8%	$2,200,621	77.0%
E3434	$65,768	$172,208	$0	$3,129,475	7.6%	$4,210,085	74.3%
F46FF	$0	$61,224	$0	$618,017	9.9%	$720,357	85.8%
F51KK	$32,000	$115,933	$0	$1,621,792	9.1%	$2,020,920	80.3%
G5252	$7,708	$0	$0	$557,108	1.4%	$714,889	77.9%
G5454	$0	$8,816	$0	$673,001	1.3%	$869,454	77.4%
G5858	$8,000	$25,464	$8,864	$493,061	8.6%	$759,540	64.9%
G5959	$8,000	$90,328	$0	$1,649,463	6.0%	$2,060,455	80.1%
K66LL	$0	$7,664	$63,344	$618,938	11.5%	$824,668	75.1%
RANGE $ 60k+	$235,119	$995,857	$72,208	$17,530,188	7.4%	$23,065,800	76.0%
EAV PER PUPIL RANGE $ 40,000+:							
A01AA	$8,000	$64,688	$816	$1,212,079	6.1%	$1,400,954	86.5%
A02AA	$0	$8,000	$0	$451,539	1.8%	$562,295	80.3%
A03AA	$40,128	$84,656	$24,000	$2,530,427	5.9%	$3,319,431	76.2%
A04AA	$0	$32,000	$0	$440,926	7.3%	$594,986	74.1%
A05AA	$0	$67,249	$0	$380,122	17.7%	$482,427	78.8%
A08AA	$8,000	$32,000	$16,640	$893,182	6.3%	$1,042,170	85.7%
A09AA	$0	$24,826	$0	$466,912	5.3%	$543,665	85.9%
A11AA	$60,472	$107,504	$0	$2,124,165	7.9%	$2,810,566	75.6%
B1717	$8,512	$61,024	$0	$1,073,191	6.5%	$1,366,807	78.5%
E3333	$0	$211,056	$0	$2,237,789	9.4%	$3,089,154	72.4%
E3535	$8,816	$259,512	$0	$2,905,181	9.2%	$3,825,980	75.9%
F3636	$74,160	$140,640	$16,000	$2,464,854	9.4%	$3,043,095	81.0%
F3737	$31,864	$42,504	$0	$636,554	11.7%	$791,902	80.4%
F38FF	$0	$8,000	$0	$520,346	1.5%	$580,432	89.6%
F39FF	$8,000	$64,168	$0	$762,368	9.5%	$946,739	80.5%
F40FF	$0	$32,000	$0	$911,208	3.5%	$1,104,582	82.5%
F41FF	$16,000	$225,240	$0	$1,984,034	12.2%	$2,529,879	78.4%

APPENDIX H-4. PERSONNEL REIMBURSEMENT FOR SELECTED TEACHER CATEGORIES BY EAV PER PUPIL RANGE.

SERV UNIT	PH TEACHER REIMBURSEMENT	TMH TEACHER REIMBURSEMENT	OSP TEACHER REIMBURSEMENT	REIMBURSEMENT ALL TEACHERS	PH/TMH/OSP AS % OF TEACH REIM	REIMBURSEMENT ALL STAFF	TEACH REIM AS % OF STAFF REIM
F43FF	$8,000	$39,584	$0	$558,224	8.5%	$649,875	85.9%
F4444	$8,000	$119,200	$0	$1,666,947	7.6%	$1,912,985	87.1%
F45FF	$19,320	$181,324	$0	$2,309,841	8.7%	$2,746,984	84.1%
F48KK	$16,000	$25,632	$0	$783,041	5.3%	$928,705	84.3%
F49KK	$24,000	$56,728	$0	$1,680,000	4.8%	$1,905,447	88.2%
F50KK	$0	$76,496	$0	$1,363,245	5.6%	$1,592,074	85.6%
G5353	$0	$46,784	$0	$738,125	6.3%	$924,312	79.9%
G5656	$0	$50,800	$0	$975,286	5.2%	$1,308,567	74.5%
H7070	$16,728	$82,712	$0	$1,526,469	6.5%	$1,711,296	89.2%
H7171	$7,952	$48,816	$0	$1,160,448	4.9%	$1,390,141	83.5%
H7272	$8,000	$24,000	$0	$604,373	5.3%	$796,004	75.9%
H7373	$31,104	$40,864	$0	$681,773	10.6%	$977,332	69.8%
H7474	$0	$0	$0	$906,600	0.0%	$1,205,057	75.2%
H7575	$0	$40,320	$0	$476,649	8.5%	$553,693	86.1%
H7777	$16,000	$60,840	$0	$1,885,668	4.1%	$2,348,661	80.3%
H7979	$8,049	$16,000	$0	$569,200	4.2%	$717,877	79.3%
I8181	$0	$41,296	$0	$949,135	4.4%	$1,068,386	88.8%
K63LL	$8,000	$24,000	$0	$643,694	5.0%	$759,072	84.8%
K64LL	$0	$8,000	$0	$741,516	1.1%	$968,413	76.6%
K68LL	$31,952	$146,232	$0	$1,852,857	9.6%	$2,372,259	78.1%
K6969	$0	$111,688	$50,112	$2,637,517	6.1%	$3,308,302	79.7%
RANGE $ 40k+	$467,057	$2,706,383	$107,568	$46,705,485	7.0%	$58,180,506	80.3%

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EAV PER PUPIL RANGE $ 20,000+:

A14AA	$21,576	$0	$0	$791,986	2.7%	$971,330	81.5%
F42FF	$0	$13,944	$0	$333,728	4.2%	$412,091	81.0%
G5757	$65,048	$45,336	$0	$1,125,904	9.8%	$1,337,212	84.2%
G6161	$16,776	$72,184	$0	$1,152,587	7.7%	$1,634,954	70.5%
G6262	$8,000	$40,000	$0	$460,968	10.4%	$592,823	77.8%
H7878	$32,000	$48,000	$0	$368,159	21.7%	$470,325	78.3%
I8080	$7,736	$55,904	$0	$1,125,838	5.7%	$1,286,018	87.5%
I8282	$0	$64,000	$0	$1,439,769	4.4%	$1,648,750	87.3%
I8383	$0	$73,280	$0	$1,276,604	5.7%	$1,547,886	82.5%
I8484	$0	$80,648	$0	$1,737,361	4.6%	$2,091,484	83.1%
I8585	$16,000	$72,000	$0	$883,080	10.0%	$1,025,976	86.1%
I8686	$0	$46,296	$0	$790,495	5.9%	$1,020,303	77.5%
K67LL	$8,000	$117,328	$0	$1,492,806	8.4%	$1,847,713	80.8%

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APPENDIX H-4. PERSONNEL REIMBURSEMENT FOR SELECTED TEACHER CATEGORIES BY EAV PER PUPIL RANGE.

SERV UNIT	PH TEACHER REIMBURSEMENT	TMH TEACHER REIMBURSEMENT	OSP TEACHER REIMBURSEMENT	REIMBURSEMENT ALL TEACHERS	PH/TMH/OSP AS % OF TEACH REIM	REIMBURSEMENT ALL STAFF	TEACH REIM AS % OF STAFF REIM
RANGE $ 20k+	$175,136	$728,920	$0	$12,979,285	7.0%	$15,886,865	81.7%
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EAV PER PUPIL RANGE $ 0,000+:							
H7676	$32,000	$64,000	$0	$993,739	9.7%	$1,282,432	77.5%
RANGE $ 0k+	$32,000	$64,000	$0	$993,739	9.7%	$1,282,432	77.5%
************							
STATE TOTAL EXCLUDING CHICAGO:							
	$1,470,648	$7,185,889	$239,148	$122,999,413	7.2%	$160,127,082	76.8%
CHICAGO SCHOOL DISTRICT 299:							
	$1,343,224	$1,660,472	$0	$28,582,725	10.5%	$37,713,538	75.8%
STATE TOTAL:							
	$2,813,872	$8,846,361	$239,128	$151,582,138	7.9%	$197,840,620	76.6%

APPENDIX I

SPECIAL ED GRANTS AND REIMBURSEMENTS TO REGIONAL PROJECTS, COOPERATIVES AND DISTRICTS

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
A00AA	16019427061	$688,357.43						$1,390,164.40	$2,078,521.83
SERVICE UNIT A00AA		$688,357.43	$0.00	$0.00	$0.00	$0.00	$0.00	$1,390,164.40	$2,078,521.83
% OF PROGRAM TOTAL		0.35	0.00	0.00	0.00	0.00	0.00	6.13	0.45
A01AA	08008300026	$90,086.00	$52,528.22	$16,277.14	$1,621.36				$160,512.72
A01AA	08008304026	$24,469.30	$21,894.03	$268.25	$747.19				$47,378.77
A01AA	08043119022	$74,868.10	$27,311.95	$1,579.66	$2,260.30	$28,311.90			$134,331.91
A01AA	08043120022	$95,311.00	$9,162.48	$3,945.10	$13,018.50				$121,437.08
A01AA	08043205026	$38,875.00	$20,174.79	$6,825.03	$1,297.43				$67,172.25
A01AA	08043206026	$43,638.40	$17,392.11	$2,901.35	$8,206.90				$72,138.76
A01AA	08043210026	$44,581.80	$19,181.35	$10,845.09					$74,608.24
A01AA	08043211026	$22,224.00	$4,646.78						$26,870.78
A01AA	52089145022	$435,631.40	$141,548.08	$49,772.29	$49,806.76	$110,493.72			$787,252.25
A01AA	52089145061	$216,703.80		$22,455.52			$455,873.50		$695,032.82
A01AA	52089200026	$27,290.00	$19,055.87	$3,945.10					$50,290.97
A01AA	52089201026	$93,213.00	$31,870.10	$9,616.19	$3,235.54	$13,606.32			$151,541.15
A01AA	52089202026	$70,694.70	$27,459.53	$3,945.10	$1,983.48				$104,082.81
A01AA	52089203026	$29,600.00	$21,322.63		$8,576.76	$11,402.50			$70,901.89
SERVICE UNIT A01AA		$1,307,186.50	$413,547.92	$132,375.82	$90,754.22	$163,814.44	$455,873.50	$0.00	$2,563,552.40
% OF PROGRAM TOTAL		0.67	0.40	0.22	0.37	1.56	0.92	0.00	0.55
A02AA	04101131004	$50,462.08	$76,619.02	$41,618.72	$11,721.04				$180,420.86
A02AA	04101133004	$16,264.00	$13,446.70	$7,401.01					$37,111.71
A02AA	04101134004	$14,842.00	$16,893.75	$7,118.94					$38,854.69
A02AA	04101140004	$43,510.20	$28,923.93	$16,378.28					$88,812.41
A02AA	04101140061	$90,974.63					$197,649.87		$288,624.50
A02AA	04101207016	$31,231.26	$44,343.30	$23,344.58		$36,704.00			$135,623.14
A02AA	04101320026	$106,055.50	$5,954.40	$8,242.35	$2,015.22				$122,267.47
A02AA	04101321026	$53,808.20	$22,080.04	$13,459.79					$89,348.03
A02AA	04101322026	$46,729.00	$25,787.01	$10,344.71					$82,860.72
A02AA	04101323026	$102,167.00	$33,438.38	$17,621.58	$5,052.88				$158,279.84
SERVICE UNIT A02AA		$556,043.87	$267,486.53	$145,529.96	$18,789.14	$36,704.00	$197,649.87	$0.00	$1,222,203.37
% OF PROGRAM TOTAL		0.28	0.26	0.24	0.08	0.35	0.40	0.00	0.26
A03AA	04101205025	$3,249,473.93	$1,120,723.89	$985,463.60	$84,094.55	$38,318.28	$838,110.18		$6,316,184.43

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
SERVICE UNIT A03AA		$3,249,473.93	$1,120,723.89	$985,463.60	$84,094.55	$38,318.28	$838,110.18	$0.00	$6,316,184.43
% OF PROGRAM TOTAL		1.66	1.09	1.62	0.35	0.36	1.69	0.00	1.35
A04AA	04101122022	$575,257.77	$283,919.82	$132,031.93	$13,904.87	$7,174.30	$168,958.00		$1,181,246.69
SERVICE UNIT A04AA		$575,257.77	$283,919.82	$132,031.93	$13,904.87	$7,174.30	$168,958.00	$0.00	$1,181,246.69
% OF PROGRAM TOTAL		0.29	0.28	0.22	0.06	0.07	0.34	0.00	0.25
A05AA	04004100026	$1,976.00		$100,396.92	$8,331.18				$110,704.10
A05AA	04004100061	$471,000.40	$95,950.33				$221,801.90		$788,752.63
A05AA	04004200026			$10,425.33					$10,425.33
SERVICE UNIT A05AA		$472,976.40	$95,950.33	$110,822.25	$8,331.18	$0.00	$221,801.90	$0.00	$909,882.06
% OF PROGRAM TOTAL		0.24	0.09	0.18	0.03	0.00	0.45	0.00	0.20
A06AA	47071144003	$9,948.60		$1,972.55					$11,921.15
A06AA	47071161004	$13,062.40	$2,145.79						$15,208.19
A06AA	47071212017	$30,089.00	$13,039.46	$9,352.40	$2,483.98				$54,964.84
A06AA	47071220026	$53,835.00	$37,229.84	$8,052.75	$9,213.72				$108,331.31
A06AA	47071221026	$35,317.00	$32,903.60	$13,620.53					$81,841.13
A06AA	47071222026	$23,939.00	$15,005.16	$7,581.65	$13,896.38	$17,496.00			$77,918.19
A06AA	47071223026	$23,483.20	$32,404.63	$8,345.55	$1,141.10				$65,374.48
A06AA	47071226026	$77,823.00	$38,988.72						$116,811.72
A06AA	47071231004	$130,397.50	$22,297.58	$19,158.94	$1,739.48				$173,593.50
A06AA	47071261026	$40,650.00	$17,885.44	$9,473.27	$16,204.82				$84,213.53
A06AA	47071269004	$1,370.00	$328.54						$1,698.54
A06AA	47071801060	$421,231.10	$137,663.40				$269,732.54		$828,627.04
SERVICE UNIT A06AA		$861,145.80	$349,892.16	$77,557.64	$44,679.48	$17,496.00	$269,732.54	$0.00	$1,620,503.62
% OF PROGRAM TOTAL		0.44	0.34	0.13	0.18	0.17	0.55	0.00	0.35
A07AA	16019424026	$102,752.00	$38,971.45	$21,735.55	$7,466.25				$170,925.25
A07AA	16019425026	$21,303.00	$19,895.70	$3,047.59					$44,246.29
A07AA	16019426026	$54,138.00	$54,498.49	$18,290.06					$126,926.55
A07AA	16019427026	$175,637.98	$134,519.11	$54,014.54	$11,327.87				$375,499.50
A07AA	16019428026	$324,143.79	$212,045.09	$86,142.69	$14,920.85				$637,252.42

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
A07AA	16019428061	$649,948.10	$39,668.86				$405,792.53		$1,095,409.49
A07AA	16019429026	$72,910.60	$24,789.20	$18,937.66					$116,637.46
A07AA	16019430026	$129,021.60	$49,818.10	$43,273.85	$3,282.33				$225,395.88
A07AA	16019431026	$31,460.60	$15,870.16	$1,709.12					$49,039.88
A07AA	16019432026	$53,858.50	$30,187.33	$13,711.09	$1,410.88				$99,167.80
A07AA	16019433026	$19,040.00	$18,746.60	$9,777.56	$5,088.70				$52,652.86
SERVICE UNIT A07AA		$1,634,214.17	$639,010.09	$270,639.71	$43,496.88	$0.00	$405,792.53	$0.00	$2,993,153.38
% OF PROGRAM TOTAL		0.83	0.62	0.45	0.18	0.00	0.82	0.00	0.64
A08AA	08008301026	$17,920.00	$35,409.27		$2,549.18				$55,878.45
A08AA	08008308026	$38,072.80	$8,963.02						$47,035.82
A08AA	08008399026	$27,030.40	$45,673.21		$17,129.72	$38,646.20			$128,479.53
A08AA	55098000060	$365,033.71		$162,479.45			$462,451.27		$989,964.43
A08AA	55098001026	$42,707.60	$61,557.26						$104,264.86
A08AA	55098002026	$61,520.80	$33,458.22		$2,077.78				$97,056.80
A08AA	55098003026	$36,206.40	$20,594.54		$8,168.30				$64,969.24
A08AA	55098004026	$27,355.00	$18,790.70						$46,145.70
A08AA	55098005026	$164,928.50	$144,864.61		$24,224.75				$334,017.86
A08AA	55098005041	$8,000.00							$8,000.00
A08AA	55098006026	$43,465.49	$31,606.01						$75,071.50
A08AA	55098012002	$29,517.80	$17,805.58						$47,323.38
A08AA	55098013002	$81,203.30	$50,494.89		$3,436.84				$135,135.03
A08AA	55098014002	$10,800.00	$1,218.90						$12,018.90
A08AA	55098145004	$8,135.00	$36,469.78		$8,687.62				$53,292.40
A08AA	55098301017	$47,923.50	$14,190.20		$5,651.12				$67,764.82
SERVICE UNIT A08AA		$1,009,820.30	$521,096.19	$162,479.45	$71,925.31	$38,646.20	$462,451.27	$0.00	$2,266,418.72
% OF PROGRAM TOTAL		0.52	0.51	0.27	0.30	0.37	0.93	0.00	0.49
A09AA	36052008002		$3,060.72						$3,060.72
A09AA	36052170022	$213,712.50	$137,171.45	$26,929.63	$40,072.68	$93,426.89			$511,313.15
A09AA	36052170061	$155,951.70					$191,950.84		$347,902.54
A09AA	36052220002	$5,020.00	$31,552.55	$6,903.93					$43,476.48
A09AA	36052271026	$39,560.20	$33,307.96	$3,945.10					$76,813.26
A09AA	36052272026	$45,650.40	$65,813.82	$7,564.73	$16,467.57				$135,496.52
A09AA	36052275026	$8,195.00	$34,529.37	$3,945.10	$1,236.55				$47,906.02

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SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
SERVICE UNIT A09AA		$468,089.80	$305,435.87	$49,288.49	$57,776.80	$93,426.89	$191,950.84	$0.00	$1,165,968.69
% OF PROGRAM TOTAL		0.24	0.30	0.08	0.24	0.89	0.39	0.00	0.25
A10AA	31045300026	$930,397.70	$539,908.07	$175,991.30	$538,526.57		$376,686.40		$2,561,510.04
SERVICE UNIT A10AA		$930,397.70	$539,908.07	$175,991.30	$538,526.57	$0.00	$376,686.40	$0.00	$2,561,510.04
% OF PROGRAM TOTAL		0.47	0.53	0.29	2.21	0.00	0.76	0.00	0.55
A11AA	31045046022	$2,807,055.60	$1,458,887.18	$483,856.12	$619,331.53	$42,870.74	$650,677.24		$6,062,678.41
SERVICE UNIT A11AA		$2,807,055.60	$1,458,887.18	$483,856.12	$619,331.53	$42,870.74	$650,677.24	$0.00	$6,062,678.41
% OF PROGRAM TOTAL		1.43	1.42	0.80	2.55	0.41	1.32	0.00	1.30
A12AA	31045101022	$244,423.46	$200,012.88	$59,083.57	$97,098.81				$600,618.72
A12AA	31045301026	$88,555.50	$114,708.29	$27,288.29	$28,804.30				$259,356.38
A12AA	31045302026	$111,149.65	$148,365.26	$21,269.70	$70,787.98	$49,211.50			$400,784.09
A12AA	31045303026	$438,850.10	$328,503.92	$151,149.96	$185,775.82	$6,534.00			$1,110,813.80
A12AA	31045303061	$495,654.00					$459,711.17		$955,365.17
A12AA	31045304026	$205,023.00	$103,242.75	$29,291.61	$34,136.45				$371,693.81
SERVICE UNIT A12AA		$1,583,655.71	$894,833.10	$288,083.13	$416,603.36	$55,745.50	$459,711.17	$0.00	$3,698,631.97
% OF PROGRAM TOTAL		0.81	0.87	0.47	1.71	0.53	0.93	0.00	0.79
A13AA	31045129022	$988,429.96	$482,614.69	$226,981.67	$154,245.82	$57,463.59	$198,786.00		$2,108,521.73
SERVICE UNIT A13AA		$988,429.96	$482,614.69	$226,981.67	$154,245.82	$57,463.59	$198,786.00	$0.00	$2,108,521.73
% OF PROGRAM TOTAL		0.50	0.47	0.37	0.63	0.55	0.40	0.00	0.45
A14AA	31045131022	$1,039,866.06	$682,517.96	$229,136.56	$256,165.62	$10,274.12	$304,395.05		$2,522,355.37

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
SERVICE UNIT A14AA		$1,039,866.06	$682,517.96	$229,136.56	$256,165.62	$10,274.12	$304,395.05	$0.00	$2,522,355.37
% OF PROGRAM TOTAL		0.53	0.66	0.38	1.05	0.10	0.62	0.00	0.54
B0000	34049825062	$157,305.20							$157,305.20
SERVICE UNIT B0000		$157,305.20	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$157,305.20
% OF PROGRAM TOTAL		0.08	0.00	0.00	0.00	0.00	0.00	0.00	0.03
B1515	44063003003	$16,000.00	$53,694.65		$17,919.04				$87,613.69
B1515	44063011002	$9,598.50	$24,448.84	$1,960.71	$9,773.18				$45,781.23
B1515	44063012026	$147,165.86	$148,498.81	$3,552.56	$118,200.55	$43,983.00			$461,400.78
B1515	44063013003	$10,926.00	$23,727.62		$4,553.92				$39,207.54
B1515	44063015004	$245,628.97	$161,487.16		$30,022.10	$36,207.00			$473,345.23
B1515	44063018004	$10,490.00	$14,198.88		$11,802.26				$36,491.14
B1515	44063019024	$27,544.00	$28,439.66		$7,646.92				$63,630.58
B1515	44063026004	$178,275.80	$53,917.94	$27,551.93	$5,502.50				$265,248.17
B1515	44063036002	$19,402.60	$25,533.37						$44,935.97
B1515	44063046003	$22,706.90	$32,089.90		$6,419.81				$61,216.61
B1515	44063047004	$310,860.89	$167,151.38	$42,652.50	$39,470.93				$560,135.70
B1515	44063050026	$163,514.90	$95,334.67		$103,980.73	$30,960.45			$393,790.75
B1515	44063154016	$49,569.80	$42,486.07		$21,441.80	$22,250.28			$135,747.95
B1515	44063155016	$497,111.13	$144,120.91	$132,342.49	$23,863.11	$39,234.63			$836,672.27
B1515	44063156016	$167,195.19	$80,559.08	$4,638.89	$65,712.83	$65,226.25			$383,332.24
B1515	44063157016	$15,600.00	$3,057.44		$853.38				$19,510.82
B1515	44063158022	$51,785.30	$41,651.06	$1,972.55	$12,576.28	$16,042.92			$124,028.11
B1515	44063165003	$81,273.50	$42,565.32		$51,275.57				$175,114.39
B1515	44063165061	$1,495,548.42		$729,162.35			$961,452.45	$286,682.49	$3,472,845.71
B1515	44063200026	$417,563.21	$208,326.54	$27,321.84	$101,148.58	$61,008.72			$815,368.89
SERVICE UNIT B1515		$3,937,760.97	$1,391,289.30	$971,155.82	$632,163.49	$314,913.25	$9[illegible],452.45	$286,682.49	$8,495,417.77
% OF PROGRAM TOTAL		2.01	1.35	1.60	2.60	3.00	1.94	1.27	1.82
B1616	34049000061								$0.00
B1616	34049001002	$18,234.50	$29,754.43		$17,986.79				$65,975.72
B1616	34049003004	$59,478.39	$30,460.12		$7,898.68	$50,943.20			$148,780.39
B1616	34049006002	$233,709.50	$298,346.86		$26,032.60	$71,062.36			$629,151.32
B1616	34049010002	$21,349.50	$3,457.43						$24,806.93
B1616	34049024004	$20,704.00	$13,239.95						$33,943.95
B1616	34049033002	$11,200.00	$15,852.09						$27,052.09

BEST COPY AVAILABLE

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
B1616	34049034004	$93,785.50	$91,717.43		$3,432.74				$188,935.67
B1616	34049036002	$15,184.00	$24,929.47		$560.18				$40,673.65
B1616	34049037002	$59,952.00	$35,827.47						$95,779.47
B1616	34049038002	$26,308.00	$17,502.18		$515.46	$47,260.55			$91,586.19
B1616	34049041004	$129,641.40	$66,588.04		$1,176.07				$197,405.51
B1616	34049046004	$104,001.87	$113,411.16		$138.24				$217,551.27
B1616	34049050004	$211,455.17	$103,559.83			$424.05			$315,439.05
B1616	34049056002	$100,368.55	$99,222.99						$199,591.54
B1616	34049068002	$33,120.00	$20,376.47						$53,496.47
B1616	34049070002	$152,144.30	$76,589.11						$228,733.41
B1616	34049072002	$2,868.00	$7,553.74						$10,421.74
B1616	34049073004	$265,431.80	$153,298.87		$854.81				$419,585.48
B1616	34049075002	$134,940.40	$74,883.19	$1,972.55					$211,796.14
B1616	34049076002	$40,290.00	$75,373.92		$6,978.08				$122,642.00
B1616	34049079002	$34,721.60	$30,490.71		$9,528.60				$74,740.91
B1616	34049095026	$160,855.37	$220,339.32	$1,972.55	$21,279.47	$14,751.06			$419,197.77
B1616	34049096004	$138,729.60	$151,394.16						$290,123.76
B1616	34049102004	$110,324.00	$77,557.84		$399.73				$188,281.57
B1616	34049103002	$53,593.00	$29,544.61		$12,664.10				$95,801.71
B1616	34049114002	$42,667.50	$37,340.32		$3,308.60				$83,316.42
B1616	34049116026	$475,265.32	$268,449.25	$0.00	$30,780.37	$24,040.90			$798,535.84
B1616	34049117016	$34,731.10	$91,974.95		$6,569.32	$88,160.07			$221,435.44
B1616	34049118026	$165,551.74	$185,475.06	$1,972.55	$7,736.52				$360,735.87
B1616	34049120013	$93,942.60	$85,258.38		$7,590.56	$43,089.90			$229,881.44
B1616	34049121017	$80,619.45	$71,802.26		$4,441.63	$14,340.08			$171,203.42
B1616	34049124016	$29,313.50	$33,075.43		$8,478.51	$61,952.91			$132,820.35
B1616	34049125013	$94,166.32	$70,674.54	$1,972.55	$4,579.34	$88,554.53			$259,947.28
B1616	34049126017	$74,992.19	$86,050.77	$79.23	$10,209.91	$101,480.46			$272,812.56
B1616	34049127016	$38,411.00	$31,227.97						$69,638.97
B1616	34049128016	$80,373.31	$39,940.48		$327.91	$28,929.74			$149,571.44
B1616	34049187026	$370,317.82	$219,993.79		$15,591.84	$14,707.69			$620,611.14
B1616	34049220026	$390,278.06	$543,938.08		$4,625.17	$5,438.09			$944,279.40
B1616	34049825060	$4,080,027.58	$54,199.87	$1,907,952.56			$1,997,188.01	$820,135.40	$8,859,503.42
SERVICE UNIT B1616		$8,283,047.94	$3,680,672.54	$1,915,921.99	$213,685.23	$655,135.59	$1,997,188.01	$820,135.40	17,565,786.70
% OF PROGRAM TOTAL		4.23	3.58	3.15	0.88	6.24	4.04	3.62	3.77
B1717	34049060026	$1,446,976.44	$581,624.98	$199,948.55	$89,761.28	$254,141.25	$355,691.00	$100,948.00	$3,029,091.50
SERVICE UNIT B1717		$1,446,976.44	$581,624.98	$199,948.55	$89,761.28	$254,141.25	$355,691.00	$100,948.00	$3,029,091.50
% OF PROGRAM TOTAL		0.74	0.57	0.33	0.37	2.42	0.72	0.45	0.65
C00CC	14016219061	$13,600.00						$711,529.90	$725,129.90

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
SERVICE UNIT COOCC		$13,600.00	$0.00	$0.00	$0.00	$0.00	$0.00	$711,529.90	$725,129.90
% OF PROGRAM TOTAL		0.01	0.00	0.00	0.00	0.00	0.00	3.14	0.16
C1818	14016015004	$1,026,645.50	$911,962.86	$254,470.09	$20,271.94				$2,213,350.39
C1818	14016021004	$556,553.10	$546,293.45	$248,010.24	$23,795.53				$1,374,652.32
C1818	14016023002	$115,519.66	$156,501.34	$55,042.10	$5,619.35				$332,682.45
C1818	14016025002	$556,016.70	$344,651.73	$145,406.07	$1,249.26				$1,047,323.76
C1818	14016026002	$143,296.90	$111,859.84	$54,692.96					$309,849.70
C1818	14016054004	$2,005,513.56	$2,207,974.87	$740,519.91	$25,756.06				$4,979,764.40
C1818	14016057002	$130,246.54	$119,932.29	$41,689.89	$277.18	$28,770.44			$320,916.34
C1818	14016059004	$592,180.40	$374,411.34	$67,951.69					$1,034,543.43
C1818	14016211017	$861,428.00	$917,642.41	$199,224.94	$21,418.19	$7,623.00			$2,007,336.54
C1818	14016214017	$937,689.92	$864,230.78	$407,738.32	$11,289.59	$70,289.53			$2,291,238.14
C1818	14016805060	$2,413,271.30					$1,845,654.45	$718,582.04	$4,977,507.79
SERVICE UNIT C1818		$9,338,361.58	$6,555,460.91	$2,214,746.21	$109,677.10	$106,682.97	$1,845,654.45	$718,582.04	20,889,165.26
% OF PROGRAM TOTAL		4.76	6.38	3.64	0.45	1.02	3.73	3.17	4.48
C1919	14016027002	$182,166.10	$54,350.74	$44,403.09	$6,914.18				$287,834.11
C1919	14016028002	$240,069.80	$47,848.28	$34,184.74	$1,806.60				$323,909.42
C1919	14016029002	$17,587.50	$22,023.93	$9,578.55	$7,851.74				$57,041.72
C1919	14016030002	$110,097.20	$66,621.25	$22,606.45	$10,815.97				$210,140.87
C1919	14016031002	$76,159.00	$35,860.67	$24,467.84					$136,487.51
C1919	14016034004	$351,286.82	$130,413.19	$58,303.32	$51,927.80				$591,931.13
C1919	14016035002	$125,472.00	$30,159.81	$16,891.74					$172,523.55
C1919	14016036002	$244,925.88	$18,775.90	$32,367.86	$6,056.59				$302,126.23
C1919	14016037002	$51,747.20	$19,271.72	$7,848.80	$3,506.01	$13,851.00			$96,224.73
C1919	14016038002	$45,413.00	$22,275.15	$13,032.52	$3,004.75				$83,725.42
C1919	14016039002	$430,362.45	$118,672.14	$64,639.44	$14,182.42	$11,812.80			$639,669.25
C1919	14016203017	$442,004.25	$103,343.99	$94,831.97	$5,306.82	$378,765.62			$1,024,252.65
C1919	14016225017	$330,484.77	$236,597.54	$93,043.43	$4,846.28	$261,350.85			$926,322.87
C1919	14016804060	$1,555,721.85	$49,841.30				$1,119,410.68	$237,965.72	$2,962,939.55
C1919	14016804062	$126,865.40							$126,865:40
C1919	34049065002	$45,680.00	$22-765.11	$7,105.96	$5,443.40				$80,994.47
C1919	34049067005	$169,989.50	$56,601.58	$42,273.31	$5,210.94				$274,075.33
C1919	34049106002	$12,664.00	$4,453.46	$552.31					$17,669.77
C1919	34049107002	$69,200.00	$62,176.95	$30,396.63	$4,161.98				$165,935.56
C1919	34049108002	$210,553.99	$85,364.30	$23,407.31	$10,419.84				$329,745.44
C1919	34049109002	$241,184.20	$96,123.49	$47,460.50	$11,682.04				$396,450.23
C1919	34049111002	$164,841.19	$69,983.72	$28,982.71					$263,807.62
C1919	34049113017	$386,803.10	$105,205.03	$166,733.95	$9,650.97	$128,382.03			$796,775.08
C1919	34049115016	$48,767.50	$63,861.87	$26,313.85	$1,211.81				$140,155.03

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
SERVICE UNIT C1919		$5,680,046.70	$1,522,591.12	$889,426.28	$164,000.14	$794,162.30	$1,119,410.68	$237,965.72	10,407,602.94
% OF PROGRAM TOTAL		2.90	1.48	1.46	0.67	7.56	2.26	1.05	2.23
C20CC	14016062004	$657,766.74	$287,348.84	$111,633.00	$32,841.00				$1,089,589.58
C20CC	14016063002	$443,821.45	$217,178.02	$109,422.15	$29,592.06				$800,013.68
C20CC	14016064004	$416,357.60	$163,658.76	$101,985.25	$18,749.70	$30,965.39			$731,716.70
C20CC	14016207017	$704,042.30	$396,168.52	$125,888.76	$4,509.59	$97,525.57			$1,328,134.74
C20CC	14016207061	$73,938.00					$553,671.85		$627,609.85
SERVICE UNIT C20CC		$2,295,926.09	$1,064,354.14	$448,929.16	$85,692.35	$128,490.96	$553,671.85	$0.00	$4,577,064.55
% OF PROGRAM TOTAL		1.17	1.04	0.74	0.35	1.22	1.12	0.00	0.98
C21CC	14016067002	$145,019.20	$19,928.77	$31,158.02					$196,105.99
C21CC	14016068002	$228,714.18	$118,602.26	$72,233.74	$27,146.32				$446,696.50
C21CC	14016069002	$168,493.05	$59,391.53	$105,818.94	$14,482.08				$348,185.60
C21CC	14016070002	$64,708.00	$24,958.98	$21,233.82	$11,300.18				$122,200.98
C21CC	14016071002	$47,424.40	$20,336.02	$14,149.05					$81,909.47
C21CC	14016072002	$40,092.00	$26,623.35	$23,872.40	$4,021.86				$94,609.61
C21CC	14016073002	$58,190.80	$13,479.79	$10,345.26	$2,556.55				$84,572.40
C21CC	14016073502	$136,088.00	$42,703.15	$50,082.52	$6,072.19				$234,945.86
C21CC	14016074002	$489,512.16	$36,753.65	$33,462.38	$1,348.72				$561,076.91
C21CC	14016074061	$32,462.71					$329,178.23		$361,640.94
C21CC	14016219017	$391,711.68	$0.00	$130,349.38	$49,210.67	$353,314.79			$924,586.52
SERVICE UNIT C21CC		$1,802,416.18	$362,777.50	$492,705.51	$116,138.57	$353,314.79	$329,178.23	$0.00	$3,456,530.78
% OF PROGRAM TOTAL		0.92	0.35	0.81	0.48	3.36	0.67	0.00	0.74
C22CC	14016065004	$1,297,833.82	$965,369.96	$217,875.88	$87,771.11	$40,280.47	$191,810.10		$2,800,941.34
SERVICE UNIT C22CC		$1,297,833.82	$965,369.96	$217,875.88	$87,771.11	$40,280.47	$191,810.10	$0.00	$2,800,941.34
% OF PROGRAM TOTAL		0.66	0.94	0.36	0.36	0.38	0.39	0.00	0.60
C23CC	14016202017	$413,851.90	$304,595.81	$27,970.79	$47,433.41	$124,358.71	$53,249.00		$971,459.62

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
SERVICE UNIT C23CC		$413,851.90	$304,595.81	$27,970.79	$47,433.41	$124,358.71	$53,249.00	$0.00	$971,459.62
% OF PROGRAM TOTAL		0.21	0.30	0.05	0.20	1.18	0.11	0.00	0.21

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SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
D0000	19022000062							$272,497.27	$272,497.27
D0000	19022000063							$1,607,489.93	$1,607,489.93
D0000	19022801060	$717,402.64						$167,317.00	$884,719.64
SERVICE UNIT D0000		$717,402.64	$0.00	$0.00	$0.00	$0.00	$0.00	$2,047,304.20	$2,764,706.84
% OF PROGRAM TOTAL		0.37	0.00	0.00	0.00	0.00	0.00	9.03	0.59

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SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
D2424	19022000060	$2,397,369.27	$173,694.67				$1,439,994.98	$994,531.19	$5,005,590.11
D2424	19022002002	$97,703.37	$107,126.61	$112,513.89	$15.56				$317,359.43
D2424	19022007002	$87,671.00	$52,618.03	$91,001.30	$152.50				$231,442.83
D2424	19022010002	$45,670.40	$47,258.81	$41,298.40	$798.74				$135,026.35
D2424	19022011002	$80,995.90	$17,800.78	$47,224.43					$146,021.11
D2424	19022012002	$47,442.50	$33,089.53	$48,695.09	$2,670.47				$131,897.59
D2424	19022013002	$61,863.00	$72,035.22	$56,714.27	$14,238.88				$204,851.37
D2424	19022020002	$93,562.80	$126,014.92	$166,157.35	$23,777.00				$409,512.07
D2424	19022025002	$32,160.00	$23,763.87	$35,988.54					$91,912.41
D2424	19022027001		$1,470.65						$1,470.65
D2424	19022033002	$245,220.50	$83,391.88	$181,201.08	$13,850.34				$523,663.80
D2424	19022034002	$23,840.00	$8,425.63	$17,906.83	$791.98				$50,964.44
D2424	19022058002	$403,369.33	$76,525.95	$181,259.95	$6,032.36				$667,187.59
D2424	19022060002	$61,466.40	$24,971.98	$82,316.54		$28,253.62			$197,008.54
D2424	19022063002	$124,127.20	$6,382.19	$27,990.29	$182.69				$158,682.37
D2424	19022065002	$9,600.00	$18,978.13	$1,972.55					$30,550.68
D2424	19022066002	$72,857.70	$23,640.49	$71,248.18	$4,280.06				$172,026.43
D2424	19022068002	$244,903.12	$144,366.40	$175,987.99	$11,546.88				$576,804.39
D2424	19022069002	$25,450.40	$6,571.34	$9,650.00					$41,671.74
D2424	19022094016	$67,427.64	$90,629.82	$102,971.83	$3,083.81				$264,113.10
D2424	19022099016	$418,939.00	$247,609.68	$286,174.39	$3,305.17				$956,028.24
D2424	19022100016	$102,498.90	$136,011.43	$94,506.26					$333,016.59
D2424	19022108016	$134,183.80	$99,671.84	$145,335.38	$4,440.08				$383,631.10
D2424	19022180004	$59,540.00	$29,150.53	$70,918.75	$3,721.08				$163,330.36
D2424	19022200026	$893,372.50	$442,765.30	$596,676.64	$38,902.38				$1,971,716.82
D2424	19022201026	$166,444.43	$45,879.54	$83,219.63	$7,139.98				$302,683.58
D2424	19022202026	$140,812.54	$37,349.59	$91,513.62	$2,570.80				$272,246.55

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
SERVICE UNIT D2424		$6,138,491.70	$2,177,194.81	$2,820,443.18	$141,500.76	$28,253.62	$1,439,994.98	$994,531.19	13,740,410.24
% OF PROGRAM TOTAL		3.13	2.12	4.64	0.58	0.27	2.91	4.39	2.95
D2525	19022004002	$307,560.28	$244,157.19	$41,309.76	$212,997.03				$806,024.26
D2525	19022045002	$415,155.26	$190,762.30	$153,333.84	$13,847.70				$773,099.10
D2525	19022048002	$264,808.80	$8,719.61	$5,965.06					$279,493.47
D2525	19022048061						$559,908.21	$83,880.10	$643,788.31
D2525	19022088016	$274,878.44	$246,067.37	$76,780.99	$178.45	$31,430.07			$629,335.32
D2525	19022205026	$407,861.50	$265,774.51	$66,084.04	$21,916.23				$761,636.28
SERVICE UNIT D2525		$1,670,264.28	$955,480.98	$343,473.69	$248,939.41	$31,430.07	$559,908.21	$83,880.10	$3,893,376.74
% OF PROGRAM TOTAL		0.85	0.93	0.56	1.02	0.30	1.13	0.37	0.83
D2626	19022015002	$209,251.63	$161,729.54	$74,854.31	$36,564.96				$482,400.44
D2626	19022016002	$212,029.03	$102,850.14	$79,059.69	$3,985.29				$397,924.15
D2626	19022041002	$225,492.04	$86,372.85	$101,936.07	$16,124.94				$429,925.90
D2626	19022044002	$293,253.97	$199,190.38	$106,785.95	$14,354.09				$613,584.39
D2626	19022044062	$567,900.79					$645,104.33	$210,005.34	$1,423,010.46
D2626	19022087017	$427,280.40	$352,168.16	$168,260.37	$3,770.33	$122,843.58			$1,074,322.84
D2626	19022089004	$176,797.20	$92,083.15	$90,553.40	$40,169.63				$399,603.38
D2626	19022093004	$213,565.70	$141,014.18	$107,372.50	$21,239.46				$483,191.84
SERVICE UNIT D2626		$2,325,570.76	$1,135,408.40	$728,822.29	$136,208.70	$122,843.58	$645,104.33	$210,005.34	$5,303,963.40
% OF PROGRAM TOTAL		1.19	1.10	1.20	0.56	1.17	1.30	0.93	1.14
D2727	14016078002	$16,000.00	$17,261.60	$3,945.10					$37,206.70
D2727	14016079002	$29,472.00	$18,308.73	$8,308.67					$56,089.40
D2727	14016080002	$83,602.20	$40,552.84	$60,928.65	$10,478.48				$195,562.17
D2727	14016081002	$99,392.00	$45,780.83	$59,691.41	$6,852.70				$211,716.94
D2727	14016083002	$449,035.50	$83,128.23	$177,802.46					$709,966.19
D2727	14016083061	$205,041.46					$448,904.45	$115,870.46	$769,816.37
D2727	14016084002	$136,739.20	$61,994.47	$57,284.37					$256,018.04
D2727	14016084502	$65,242.40	$21,868.49	$11,528.76		$10,832.61			$109,472.26
D2727	14016085502	$48,228.50	$35,698.67	$68,658.63		$17,640.43			$170,226.23
D2727	14016086002	$55,556.00	$12,350.58	$11,666.14	$6,886.30				$86,459.02
D2727	14016212016	$206,751.30	$209,028.57	$116,294.47	$8,652.96	$22,729.27			$563,456.57
D2727	14016234016	$136,923.00	$35,273.50	$16,314.41					$188,510.91
D2727	14016401026	$179,435.10	$153,935.48	$85,766.88	$9,594.84	$12,196.80			$440,929.10

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
SERVICE UNIT D2727		$1,711,418.66	$735,181.99	$678,189.95	$42,465.28	$63,399.11	$448,904.45	$115,870.46	$3,795,429.90
% OF PROGRAM TOTAL		0.87	0.72	1.12	0.17	0.60	0.91	0.51	0.81
D2828	14016087002	$272,836.00	$52,036.06	$162,850.92	$389.78				$488,112.76
D2828	14016088002	$357,554.00	$39,121.30	$122,063.33	$588.52				$519,327.15
D2828	14016089002	$412,436.30		$351,112.39	$1,059.94				$764,608.63
D2828	14016092002	$34,458.90		$21,710.81					$56,169.71
D2828	14016092502	$58,741.00	$30,185.88	$24,245.61					$113,172.49
D2828	14016093002	$35,995.60		$8,704.33					$44,699.93
D2828	14016209017	$359,768.41		$415,024.04	$6,425.62	$11,036.25			$792,254.32
D2828	14016803060	$1,268,781.97	$1,223,480.59				$548,863.06	$319,046.78	$3,360,172.40
SERVICE UNIT D2828		$2,800,572.18	$1,344,823.83	$1,105,711.43	$8,463.86	$11,036.25	$548,863.06	$319,046.78	$6,138,517.39
% OF PROGRAM TOTAL		1.43	1.31	1.82	0.03	0.11	1.11	1.41	1.32
D2929	14016090002	$83,884.60	$36,416.80	$19,780.75	$2,276.74				$142,358.89
D2929	14016091002	$67,794.90	$40,196.70	$15,857.98					$123,849.58
D2929	14016098002	$198,199.60	$134,155.76	$53,771.81	$1,710.52				$387,837.69
D2929	14016099002	$670,502.10	$579,688.58	$335,073.56	$63,016.14	$31,817.50			$1,680,097.88
D2929	14016100002	$315,814.53	$152,997.44	$92,784.96	$3,070.19	$32,187.52			$596,854.64
D2929	14016200013	$417,276.19	$145,340.18	$160,046.91	$24,240.09	$41,088.99			$787,992.36
D2929	14016200061	$12,886.00					$537,577.22	$223,965.50	$774,428.72
D2929	14016201017	$495,531.18	$295,256.23	$229,571.58	$9,727.02				$1,030,086.01
SERVICE UNIT D2929		$2,261,889.10	$1,384,051.69	$906,887.55	$104,040.70	$105,094.01	$537,577.22	$223,965.50	$5,523,505.77
% OF PROGRAM TOTAL		1.15	1.35	1.49	0.43	1.00	1.09	0.99	1.18
D3030	14016094002	$17,600.00	$10,416.28						$28,016.28
D3030	14016095002	$94,988.80	$58,798.04		$1,324.59				$155,111.43
D3030	14016096002	$91,088.28	$42,069.19						$133,157.47
D3030	14016101002	$124,779.20	$45,757.34						$170,536.54
D3030	14016102002	$375,140.82	$116,809.07		$9,623.51				$501,573.40
D3030	14016103002	$153,833.50	$95,458.32		$1,652.67				$250,944.49
D3030	14016105002	$130,604.70	$53,331.05						$183,935.75
D3030	14016106002	$69,356.00	$29,489.12		$3,721.38				$102,566.50
D3030	14016107002	$36,000.00	$28,846.59		$2,238.12				$67,084.71
D3030	14016204017	$231,627.13	$55,569.15		$59.28				$287,255.56
D3030	14016204061	$468,914.18	$20,017.87	$1,189,586.55			$436,266.81	$328,241.54	$2,443,026.95
D3030	14016208017	$59,716.10	$17,160.92						$76,877.02

BEST COPY AVAILABLE

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
D3030	19022053002	$38,787.20	$15,155.06			$21,416.52			$75,358.78
D3030	19022061002	$204,547.98	$54,608.33		$1,572.66				$260,728.97
D3030	19022062002	$57,597.20	$16,352.79						$73,949.99
D3030	19022086017	$327,953.20	$119,102.35		$750.80	$6,056.80			$453,863.15
D3030	19022181004	$235,158.70	$59,128.29						$294,286.99
SERVICE UNIT D3030		$2,717,692.99	$838,069.76	$1,189,586.55	$20,943.01	$27,473.32	$436,266.81	$328,241.54	$5,558,273.98
% OF PROGRAM TOTAL		1.39	0.82	1.96	0.09	0.26	0.88	1.45	1.19
D3131	14016104002	$105,683.70	$112,378.98		$4,809.76				$222,872.44
D3131	14016108002	$17,221.50	$25,152.07						$42,373.57
D3131	14016109002	$364,719.60	$174,008.55		$1,636.54				$540,364.69
D3131	14016110002		$12,271.60						$12,271.60
D3131	14016111002	$291,559.50	$237,841.24		$1,380.22				$530,780.96
D3131	14016122002	$245,130.62	$220,044.34		$6,577.31	$25,990.11			$497,742.38
D3131	14016123002	$257,147.72	$273,447.21		$1,967.66	$0.00			$532,562.59
D3131	14016124002	$164,797.76	$136,142.10						$300,939.86
D3131	14016124061	$1,275,322.12	$133,499.20	$1,442,735.82			$509,160.74	$431,839.00	$3,792,556.88
D3131	14016217016	$111,135.00	$62,115.18						$173,250.18
D3131	14016220017	$77,064.00	$62,576.61		$1,765.51				$141,406.12
D3131	14016229016	$106,947.14	$60,754.08						$167,701.22
D3131	14016231016	$42,341.00	$10,545.68		$752.12	$16,473.96			$70,112.76
SERVICE UNIT D3131		$3,059,069.66	$1,520,776.84	$1,442,735.82	$18,889.12	$42,464.07	$509,160.74	$431,839.00	$7,024,935.25
% OF PROGRAM TOTAL		1.56	1.48	2.37	0.08	0.40	1.03	1.91	1.51
D9090	14016097002	$699,676.14	$402,716.04	$228,511.98	$28,398.17		$116,391.50	$47,817.00	$1,523,510.83
SERVICE UNIT D9090		$699,676.14	$402,716.04	$228,511.98	$28,398.17	$0.00	$116,391.50	$47,817.00	$1,523,510.83
% OF PROGRAM TOTAL		0.36	0.39	0.38	0.12	0.00	0.24	0.21	0.33
D9494	19022203026	$864,916.87	$615,161.67	$623,476.53	$67,768.38				$2,171,323.45
SERVICE UNIT D9494		$864,916.87	$615,161.67	$623,476.53	$67,768.38	$0.00	$0.00	$0.00	$2,171,323.45
% OF PROGRAM TOTAL		0.44	0.60	1.03	0.28	0.00	0.00	0.00	0.47
D9595	19022204026	$382,291.10	$362,599.07	$273,534.46	$29,648.91				$1,048,073.54

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
SERVICE UNIT D9595		$382,291.10	$362,599.07	$273,534.46	$29,648.91	$0.00	$0.00	$0.00	$1,048,073.54
% OF PROGRAM TOTAL		0.20	0.35	0.45	0.12	0.00	0.00	0.00	0.22

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E00EE	14016801060	$2,228,481.20	$64,346.92	$0.00				$571,632.05	$2,864,460.17
SERVICE UNIT E00EE		$2,228,481.20	$64,346.92	$0.00	$0.00	$0.00	$0.00	$571,632.05	$2,864,460.17
% OF PROGRAM TOTAL		1.14	0.06	0.00	0.00	0.00	0.00	2.52	0.61

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E3232	14016125002	$69,712.00	$75,963.53	$23,946.78	$1,771.98				$171,394.29
E3232	14016125061								$0.00
E3232	14016126002	$178,866.65	$83,229.19	$29,815.01	$13,302.86				$305,213.71
E3232	14016127002	$75,557.20	$75,079.57	$32,071.69	$3,352.58				$186,061.04
E3232	14016127502	$92,960.00	$56,186.63	$25,690.52	$4,587.67				$179,424.82
E3232	14016128002	$76,514.00	$53,460.68	$12,229.85	$7,262.32				$149,466.85
E3232	14016130002	$550,264.70	$213,058.38	$132,453.37	$10,304.27				$906,080.72
E3232	14016132002	$172,845.94	$104,960.05	$52,442.28					$330,248.27
E3232	14016143002	$474,889.70	$117,087.41	$64,557.40	$915.04				$657,449.55
E3232	14016143061						$528,913.40	$114,461.64	$643,375.04
E3232	14016143502	$110,031.89	$158,993.36	$67,548.09	$15,579.98				$352,153.32
E3232	14016218016	$371,820.16	$316,867.65	$110,059.49	$15,524.33	$95,062.94			$909,334.57
SERVICE UNIT E3232		$2,173,462.24	$1,254,886.45	$550,814.48	$72,601.03	$95,062.94	$528,913.40	$114,461.64	$4,790,202.18
% OF PROGRAM TOTAL		1.11	1.22	0.91	0.30	0.91	1.07	0.51	1.03

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E3333	14016133002	$36,688.00	$59,198.01	$46,025.56					$141,911.57
E3333	14016147002	$155,874.10	$123,136.62	$87,230.22	$1,157.29				$367,398.23
E3333	14016148002	$235,738.10	$232,674.95	$108,409.51	$11,194.81				$588,017.37
E3333	14016149002	$148,892.83	$165,983.74	$87,839.73	$2,188.47				$404,904.77
E3333	14016150002	$40,848.00	$28,568.81	$28,659.21					$98,076.02
E3333	14016151002	$118,032.00	$170,931.90	$74,619.34	$11.04				$363,594.28
E3333	14016152002	$249,694.20	$126,737.46	$112,557.79	$3,484.24				$492,473.69
E3333	14016152502	$122,328.40	$30,035.40	$36,803.88		$14,478.75			$203,646.43
E3333	14016154002	$28,376.00	$20,022.37	$11,261.30					$59,659.67
E3333	14016154502	$6,688.00	$22,683.75	$11,618.33	$312.17				$41,302.25
E3333	14016155002	$37,737.50	$111,967.33	$43,451.38	$1,509.34				$194,665.55
E3333	14016156002	$16,000.00	$49,749.86	$35,922.15					$101,672.01
E3333	14016157002	$95,796.60	$26,856.41	$25,175.68					$147,828.69
E3333	14016158002	$110,171.00	$75,105.80	$56,555.05	$2,872.04				$244,703.89
E3333	14016158061	$923,271.40					$805,174.60	$267,845.16	$1,996,291.16

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
E3333	14016171002	$100,689.50	$35,854.49	$23,824.49					$160,368.48
E3333	14016205017	$446,629.30	$407,752.98	$222,603.14	$3,004.69	$103,271.87			$1,183,261.98
E3333	14016215017	$177,799.70	$43,477.20	$74,163.35	$0.00				$295,440.25
SERVICE UNIT E3333		$3,051,254.63	$1,730,737.08	$1,086,720.11	$25,734.09	$117,750.62	$805,174.60	$267,845.16	$7,085,216.29
% OF PROGRAM TOTAL		1.56	1.68	1.79	0.11	1.12	1.63	1.18	1.52

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E3434	14016113004	$22,800.00	$81,739.48		$157.52				$104,697.00
E3434	14016113A02								$0.00
E3434	14016117002	$48,183.71	$247,115.98	$10,298.69	$2,452.08				$308,050.46
E3434	14016118004	$80,100.50	$72,797.15	$694.33					$153,591.98
E3434	14016135002	$278,048.00	$460,263.10	$15,208.38	$11,976.61				$765,496.09
E3434	14016140002	$264,363.91	$142,179.62	$25,563.88	$13,021.15				$445,128.56
E3434	14016142002	$46,552.00	$65,256.26	$3,945.10	$9,254.13				$125,007.49
E3434	14016145002	$45,322.40	$35,609.42	$5,073.40	$10,970.84	$17,915.70			$114,891.76
E3434	14016146004	$215,764.00	$367,276.64	$21,169.43	$19,929.98				$624,140.05
E3434	14016146061	$2,485,303.05		$472,709.43			$1,214,752.97	$259,053.84	$4,431,819.29
E3434	14016159002	$32,508.42	$172,709.19	$9,253.24	$2,126.28				$216,597.13
E3434	14016160002	$16,219.00	$155,394.26	$5,680.95	$18,191.08				$195,485.29
E3434	14016210017	$28,664.00	$57,423.57	$1,972.55	$1,538.98				$89,599.10
E3434	14016228016	$63,549.90	$302,822.03	$53,720.63	$8,340.56	$36,741.84			$465,174.96
E3434	14016230013	$371,655.80	$360,286.19	$150,886.19	$0.00	$128,855.33			$1,011,683.51
SERVICE UNIT E3434		$3,999,034.69	$2,520,872.89	$776,176.20	$97,959.21	$183,512.87	$1,214,752.97	$259,053.84	$9,051,362.67
% OF PROGRAM TOTAL		2.04	2.45	1.28	0.40	1.75	2.46	1.14	1.94

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E3535	14016144002	$295,228.10	$163,437.12	$70,577.93	$6,134.15				$535,377.30
E3535	14016153002	$141,064.80	$79,121.21	$41,591.05					$261,777.06
E3535	14016161002	$208,605.20	$102,375.08	$27,611.79	$1,703.54				$340,295.61
E3535	14016162002	$251,084.40	$138,418.89	$44,134.34	$2,868.88				$436,506.51
E3535	14016163002	$265,788.30	$202,567.70	$56,401.88	$16,680.52				$541,438.40
E3535	14016167002	$109,663.00	$35,902.09	$14,794.14					$160,359.23
E3535	14016168004	$146,126.30	$68,979.71	$42,234.32	$1,549.41				$258,889.74
E3535	14016169002	$69,776.00	$87,735.79	$37,172.86	$1,120.74				$195,805.39
E3535	14016170002	$306,692.12	$275,338.75	$95,804.90	$0.00				$677,835.77
E3535	14016172002	$14,447.20	$41,328.06	$18,240.19					$74,015.45
E3535	14016194002	$156,415.20	$90,810.51	$48,828.56	$1,118.68				$297,172.95
E3535	14016206017	$429,581.20	$264,399.36	$302,687.82	$1,000.31	$102,730.57			$1,100,399.26
E3535	14016227017	$201,475.60	$182,693.38	$54,621.95	$5,205.02	$30,008.40			$474,004.35
E3535	14016233016	$118,058.41	$90,542.00	$26,925.34	$773.75	$16,517.53			$252,817.03
E3535	14016802060	$671,256.20		$384,762.16			$1,116,425,74	$240,624.63	$2,413,068.73
E3535	56099201U26	$345,811.32	$407,588.65	$87,277.56	$13,666.43				$854,343.96

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
SERVICE UNIT E3535		$3,731,073.35	$2,231,238.30	$1,353,666.79	$51,821.43	$149,256.50	$1,116,425.74	$240,624.63	$8,874,106.74
% OF PROGRAM TOTAL		1.90	2.17	2.23	0.21	1.42	2.26	1.06	1.90
F00FF	48072150061	$810,671.70							$810,671.70
SERVICE UNIT F00FF		$810,671.70	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$810,671.70
% OF PROGRAM TOTAL		0.41	0.00	0.00	0.00	0.00	0.00	0.00	0.17
F3636	27066200026	$111,305.70	$65,803.65		$16,840.09				$193,949.44
F3636	27066201026	$68,440.00	$24,913.15	$1,972.55	$4,276.57				$99,602.27
F3636	27066203026	$59,033.80	$27,498.20						$86,532.00
F3636	28037190002	$29,871.60	$13,918.76						$43,790.36
F3636	28037223026	$44,122.50	$29,453.03		$4,394.74				$77,970.27
F3636	28037225026	$38,248.00	$26,199.08						$64,447.08
F3636	49081029002	$10,712.00	$15,023.72						$25,735.72
F3636	49081030017	$117,308.80	$42,813.36			$23,935.50			$184,057.66
F3636	49081034002	$103,929.60	$17,930.98			$16,847.25			$138,707.83
F3636	49081036002	$12,000.00	$9,552.40						$21,552.40
F3636	49081037002	$250,877.50	$116,871.02		$8,333.70	$10,516.24			$386,598.46
F3636	49081040022	$870,525.01	$333,127.41		$18,376.84	$16,395.82			$1,238,425.08
F3636	49081041025	$784,762.60	$574,932.46	$7,945.44	$26,528.92				$1,394,169.42
F3636	49081100026	$63,059.00	$106,883.50		$13,981.40	$16,524.00			$200,447.90
F3636	49081300026	$99,274.00	$58,942.02	$1,972.55					$160,188.57
F3636	49081865060	$309,519.00		$551,823.74			$831,652.10	$199,673.06	$1,892,667.90
SERVICE UNIT F3636		$2,972,989.11	$1,463,862.74	$563,714.28	$92,732.26	$84,218.81	$831,652.10	$199,673.06	$6,208,842.36
% OF PROGRAM TOTAL		1.52	1.42	0.93	0.38	0.80	1.68	0.88	1.33
F3737	06006307024	$9,868.00	$8,802.59						$18,670.59
F3737	28037224026	$25,338.50	$25,401.67	$6,705.08					$57,445.25
F3737	28037226026	$6,600.00	$9,458.60	$6,180.98					$22,239.58
F3737	28037227026	$23,923.80	$33,360.37	$8,348.83					$65;633.00
F3737	28037228026	$90,048.50	$56,157.97	$20,777.09	$16,442.53				$183,426.09
F3737	28037229026	$32,856.50	$257.18	$13,626.99					$46,740.67
F3737	28037229061	$484,932.24					$256,547.03	$29,811.01	$771,290.28
F3737	28037230026	$17,564.10	$5,076.06	$8,795.78					$31,435.94
F3737	28088001026	$8,100.00	$9,088.27						$17,188.27
F3737	28088002026	$8,525.00	$35,704.29	$7,632.18					$51,861.47
F3737	28088027004	$8,000.00	$12,501.56						$20,501.56

BEST COPY AVAILABLE

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
F3737	28088045004	$6,571.00							$6,571.00
F3737	28088071016	$6,688.00	$3,662.79						$10,350.79
SERVICE UNIT F3737		$729,015.64	$199,471.35	$72,066.93	$16,442.53	$0.00	$256,547.03	$29,811.01	$1,303,354.49
% OF PROGRAM TOTAL		0.37	0.19	0.12	0.07	0.00	0.52	0.13	0.28
F38FF	06006017004	$8,000.00	$4,204.50						$12,204.50
F38FF	06006023003	$610.00	$802.48						$1,412.48
F38FF	06006084004	$3,200.00	$13,457.35		$3,028.46				$19,685.81
F38FF	06006092002	$5,400.00	$1,027.32	$1,533.68					$7,961.00
F38FF	06006094004	$8,000.00	$17,271.17		$6,585.44				$31,856.61
F38FF	06006098002		$1,584.08						$1,584.08
F38FF	06006099004	$51,497.50	$18,072.88	$1,960.71	$27,624.62	$13,733.40			$112,889.11
F38FF	06006099061	$27,374.00							$27,374.00
F38FF	06006103022	$16,000.00	$29,642.99	$3,945.10	$1,263.28				$50,851.37
F38FF	06006115002	$114,770.80	$24,432.57	$3,924.11	$21,427.49				$164,554.97
F38FF	06006126004		$12,320.88	$1,972.55	$415.64				$14,709.07
F38FF	06006175004		$16,239.77	$1,343.30					$17,583.07
F38FF	06006285004	$15,564.80	$28,823.73	$3,945.10	$5,722.32				$54,055.95
F38FF	06006300026	$5,608.00	$16,829.06		$9,371.00				$31,808.06
F38FF	06006303026	$16,000.00	$19,018.04	$3,282.35					$38,300.39
F38FF	06006305026	$6,000.00	$20,708.27	$1,972.55		$26,131.66			$54,812.48
F38FF	06006306026	$35,412.30	$23,901.77	$3,899.73	$16,731.87	$11,601.45			$91,547.12
F38FF	06006500015	$39,749.50	$10,055.99	$3,945.10	$3,045.20				$56,795.79
F38FF	06006500061	$16,000.00					$289,923.00		$305,923.00
F38FF	06006502017	$34,703.00	$16,025.61	$11,248.24	$252.08	$7,305.78			$69,534.71
F38FF	06006505016		$1,683.74						$1,683.74
F38FF	06006508016	$8,000.00	$2,195.91			$23,053.80			$33,249.71
F38FF	06006510016	$8,013.50	$2,647.90						$10,661.40
F38FF	43059002026	$15,520.00	$27,899.14	$1,972.55					$45,391.69
F38FF	43059003026	$22,800.00	$35,596.02	$7,890.21	$11,058.26				$77,344.49
F38FF	43059004026	$51,982.00	$23,681.52	$1,972.55					$77,636.07
F38FF	43059005026	$51,032.50	$22,195.95	$3,945.10	$2,059.68				$79,233.23
SERVICE UNIT F38FF		$561,237.90	$390,318.64	$58,752.93	$108,585.34	$81,826.09	$289,923.00	$0.00	$1,490,643.90
% OF PROGRAM TOTAL		0.29	0.38	0.10	0.45	0.78	0.59	0.00	0.32
F39FF	27094038022	$4,750.00	$39,777.44	$14,732.94	$50,567.05				$109,827.43
F39FF	27094200026		$12,325.11		$567.49				$12,892.60
F39FF	27094222026	$1,127.00	$9,477.79	$1,382.92	$825.23				$12,812.94
F39FF	27094225026		$9,365.47	$4,267.45	$4,126.72				$17,759.64
F39FF	27094400026		$11,999.54	$4,459.84					$16,459.38
F39FF	33048202026	$17,198.00	$24,554.06	$20,473.47	$6,714.86				$68,940.39

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
F39FF	33048205026	$25,337.00	$66,603.43	$83,642.57	$79,759.37				$255,342.37
F39FF	33048205061	$864,388.10					$321,451.74		$1,185,839.84
F39FF	33048208026	$685.00	$28,380.66	$7,748.15					$36,813.81
F39FF	33048210026	$277.50	$18,706.37	$1,833.08					$20,816.95
F39FF	33048217026	$10,581.20	$26,912.92	$13,596.51	$9,115.76				$60,206.39
SERVICE UNIT F39FF		$924,343.80	$248,102.79	$152,136.93	$151,676.48	$0.00	$321,451.74	$0.00	$1,797,711.74
% OF PROGRAM TOTAL		0.47	0.24	0.25	0.62	0.00	0.65	0.00	0.39
F40FF	22029265026	$41,432.50	$54,181.11	$11,225.79	$12,566.50				$119,405.90
F40FF	48072000060	$950,912.40	$1,183.58				$409,898.00		$1,361,993.98
F40FF	48072062002		$30,762.41	$3,945.10					$34,707.51
F40FF	48072063002		$48,854.28	$20,068.75	$2,070.90				$70,993.93
F40FF	48072066002	$229.50	$22,044.03	$9,300.58	$7,972.26				$39,546.37
F40FF	48072068002		$17,871.61	$7,890.21					$25,761.82
F40FF	48072069002		$10,110.16	$2,846.39					$12,956.55
F40FF	48072070002	$187.50	$45,152.50	$5,647.41					$50,987.41
F40FF	48072309026		$42,615.00	$7,685.06	$2,428.17				$52,728.23
F40FF	48072310016	$10,529.50	$22,331.26	$12,267.30	$7,474.30				$52,602.36
F40FF	48072316004		$8,116.08						$8,116.08
F40FF	48072321026	$30,754.69	$118,402.71	$23,309.65	$27,790.13				$200,257.18
F40FF	48072322026	$636.00	$34,022.54	$9,815.42					$44,473.96
F40FF	48072323026	$7,563.50	$30,202.68	$10,215.84	$2,499.62				$50,481.64
F40FF	48072325026	$278.50	$27,038.96	$17,715.49	$9,754.02				$54,786.97
F40FF	48072326026	$780.50	$72,659.93	$16,685.82					$90,126.25
F40FF	48072327026	$8,363.00	$32,744.30	$13,807.86	$16,393.02				$71,308.18
F40FF	48072328003		$3,224.06	$180.40					$3,404.46
SERVICE UNIT F40FF		$1,051,667.59	$621,517.20	$172,607.07	$88,948.92	$0.00	$409,898.00	$0.00	$2,344,638.78
% OF PROGRAM TOTAL		0.54	0.60	0.28	0.37	0.00	0.83	0.00	0.50
F41FF	48072150025	$2,489,749.26	$788,727.09	$1,418,405.23	$54,126.02		$810,001.29	$895,210.60	$6,456,219.49
SERVICE UNIT F41FF		$2,489,749.26	$788,727.09	$1,418,405.23	$54,126.02	$0.00	$810,001.29	$895,210.60	$6,456,219.49
% OF PROGRAM TOTAL		1.27	0.77	2.33	0.22	0.00	1.64	3.95	1.38
F42FF	43102001004	$35,938.00	$5,918.44	$3,787.30					$45,643.74
F42FF	43102002004	$26,824.00	$10,911.88	$6,252.99					$43,988.87
F42FF	43102021026	$40,894.80	$38,376.61	$6,262.85	$24,597.32	$6,567.71			$116,699.29
F42FF	43102060026	$37,039.00	$5,350.22	$3,119.58		$33,020.47			$78,529.27

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
F42FF	43102069002	$28,000.00	$18,361.30	$12,180.51					
F42FF	43102069061	$106,733.20					$176,759.00		$283,492.20
F42FF	43102122017	$27,712.00	$7,065.07	$3,066.56					$37,843.63
F42FF	43102140026	$50,035.50	$42,952.88	$15,087.62	$7,126.46				$115,202.46
SERVICE UNIT F42FF		$353,176.50	$128,936.40	$49,757.41	$55,025.76	$63,761.48	$176,759.00	$0.00	$827,416
% OF PROGRAM TOTAL		0.18	0.13	0.08	0.23	0.61	0.36	0.00	0.18
F43FF	37053000060	$52,488.00					$254,505.42		$306,993.42
F43FF	37053004026	$25,772.00	$20,052.74	$2,643.22					$48,467.96
F43FF	37053005026	$28,176.00	$29,581.37	$6,723.01	$5,593.68				$70,074.06
F43FF	37053006J26	$5,000.00	$34,908.62	$5,893.98	$845.97				$46,648.57
F43FF	37053008026	$137,964.55	$48,108.54	$8,884.62	$9,531.43	$28,105.85			$232,594.99
F43FF	37053070016			$1,972.55					$1,972.55
F43FF	37053090017	$48,868.00	$1,597.58	$6,049.22	$6,424.74				$62,939.54
F43FF	37053230017	$12,997.50	$12,422.75	$6,757.53	$4,955.36				$37,133.14
F43FF	37053232002	$36,888.50	$26,664.61	$7,890.21	$3,604.60	$49,036.01			$124,083.93
F43FF	37053425004	$3,200.00	$847.25						$4,047.25
F43FF	37053426004	$5,664.00	$11,982.38	$1,759.51					$19,405.89
F43FF	37053429004	$173,373.10	$27,870.35	$11,251.44	$11,205.18	$16,295.90			$239,995.97
F43FF	37053430004	$2,293.00	$844.29						$3,137.29
F43FF	37053431004		$4,892.09						$4,892.09
F43FF	37053434004	$264.00							$264.00
F43FF	37053435004	$9,968.00	$21,214.40	$4,807.11					$35,989.51
F43FF	37053438004	$6,464.00	$7,604.49	$1,972.55					$16,041.04
SERVICE UNIT F43FF		$549,380.65	$248,591.46	$66,604.95	$42,160.96	$93,437.76	$254,505.42	$0.00	$1,254,681.20
% OF PROGRAM TOTAL		0.28	0.24	0.11	0.17	0.89	0.51	0.00	0.27
F4444	05085001026	$81,887.10	$15,617.50	$8,393.40	$1,748.63				$107,646.63
F4444	22029001026	$42,564.00	$30,199.63	$9,161.47	$705.40	$32,665.50			$115,296.00
F4444	22029002026	$54,924.00	$29,895.75	$3,836.83	$805.68				$89,462.26
F4444	22029003026	$56,368.00	$27,109.56	$4,891.58	$2,808.60				$91,177.74
F4444	22029004026	$18,570.40	$10,393.58	$6,308.91		$25,704.00			$60,976.89
F4444	22029066025	$243,713.63	$55,594.96	$56,599.81	$10,400.78				$366,309.18
F4444	22029087002	$22.40	$2,223.07	$1,972.55					$4,218.02
F4444	22029088002	$28.00	$210.12	$100.21					$338.33
F4444	22029141002	$41,381.20	$12,659.83	$5,138.97		$12,542.35			$71,722.35
F4444	22029176026	$55,857.60	$16,496.80	$124.25					$72,478.65
F4444	22029340003	$10,509.60							$10,509.60
F4444	22029341016	$8,717.00	$3,733.46	$3,651.19					$16,101.65
F4444	26034316026	$22,518.00	$9,559.92	$4,746.58					$36,824.50
F4444	26034319024	$19,191.00	$12,852.08		$530.94				$32,574.02

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F4444	26034325026	$34,204.10	$17,972.74	$9,065.39					$61,242.23
F4444	26034328024	$25,428.00	$10,006.31	$3,792.96					$39,227.27
F4444	26034335026	$50,071.50	$27,182.64	$7,844.29					$85,098.43
F4444	26034336026	$22,759.40	$16,696.61	$9,023.91					$48,479.92
F4444	26034337026	$43,481.60	$15,798.68	$3,140.07					$62,420.35
F4444	26034338026	$103,340.30	$17,308.06	$15,157.38					$135,805.74
F4444	26034338061	$312,780.34					$619,446.43	$88,828.55	$1,021,055.32
F4444	26062165026	$37,335.20	$4,610.45	$3,178.65					$45,124.30
F4444	26062170026	$100,962.00	$20,988.95	$11,235.42	$3,170.55				$136,356.92
F4444	26062175026	$48,961.20	$21,318.80	$8,052.67					$78,332.67
F4444	26062180026	$80,032.11	$6,638.99	$4,072.28					$90,743.38
F4444	26062185026	$235,127.67	$82,969.15	$14,030.03	$0.00	$15,743.70			$347,870.55
F4444	27036115026	$93,940.70	$30,415.38	$10,037.56	$13,125.56				$147,519.20
F4444	27036120026	$31,639.20	$26,534.40	$894.63	$14,444.56				$73,512.79
SERVICE UNIT F4444		$1,876,315.25	$524,987.42	$204,450.99	$47,740.70	$86,655.55	$619,446.43	$88,828.55	$3,448,424.89
% OF PROGRAM TOTAL		0.96	0.51	0.34	0.20	0.83	1.25	0.39	0.74
**									
F45FF	38060124026	$99,049.20	$49,743.10	$24,418.22	$7,919.66	$18,878.25			$200,008.43
F45FF	38060125026	$26,470.00	$22,815.69	$2,231.60					$51,517.29
F45FF	38060126026	$78,771.10	$19,510.74	$11,933.94	$1,460.67				$111,676.45
F45FF	38060189026	$85,290.80	$64,815.81	$21,771.92	$5,279.15				$177,157.68
F45FF	53090050002	$112,702.93	$37,156.13	$18,457.17	$24,464.28				$192,780.51
F45FF	53090051002	F45FF	53090051002	$16,376.50	$20,791.05	$5,917.65			
F45FF	53090052002	$41,865.40	$39,966.78	$15,005.20	$28,082.53				$124,919.91
F45FF	53090076002	$92,780.90	$28,905.57	$24,449.78	$8,075.60				$154,211.85
F45FF	53090085002	$20,400.00	$21,567.56	$6,487.72					$48,455.28
F45FF	53090086002	$186,071.05	$96,300.57	$64,416.19	$34,889.14				$381,676.95
F45FF	53090098002	$19,097.00	$2,127.62	$1,972.55					$23,197.17
F45FF	53090102002	$80,877.88	$37,248.62	$16,930.41					$135,056.91
F45FF	53090108002	$389,508.69	$221,326.91	$93,101.75	$80,946.67	$13,135.68			$798,019.70
F45FF	53090137002	$17,162.00	$29,396.56	$7,675.20	$6,926.18	$11,164.16			$72,324.10
F45FF	53090303016	$152,118.06	$60,595.58	$33,027.19	$24,346.05	$13,231.89			$283,318.77
F45FF	53090306016	$8,000.00		$1,972.55					$9,972.55
F45FF	53090308016	$102,080.43	$23,198.23	$8,886.34					$134,165.00
F45FF	53090309016	$87,361.04	$21,747.93	$17,328.65	$563.56	$18,191.60			$145,192.78
F45FF	53090309061	$503,317.63	$5,436.55				$955,188.33		$1,463,942.51
F45FF	53090606004	$8,000.00	$6,837.17						$14,837.17
F45FF	53090622003	$9,359.00	$5,022.27	$1,972.55					$16,353.82
F45FF	53090695004	$12,393.00	$24,248.66	$3,933.26					$40,574.92
F45FF	53090701026	$62,028.50	$45,791.22	$8,718.68	$12,604.52				$129,142.92
F45FF	53090702026	$83,480.40	$11,619.10	$5,917.65	$6,995.68				$108,012.83
F45FF	53090703026	$42,472.00	$21,486.10	$5,917.65					$69,875.75
F45FF	53090709026	$233,678.94	$92,200.17	$25,803.68	$38,135.12				$389,817.91

BEST COPY AVAILABLE

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
SERVICE UNIT F45FF		$2,570,712.45	$1,009,855.69	$428,247.50	$280,688.81	$74,601.58	$955,188.33	$0.00	$5,319,294.36
% OF PROGRAM TOTAL		1.31	0.98	0.70	1.15	0.71	1.93	0.00	1.14
F46FF	17064005026	$428,489.80	$171,715.90	$116,363.94	$120,975.43	$69,339.82			$906,884.89
F46FF	17064005061	$4,501.59					$251,891.53		$256,393.12
F46FF	43102108026	$54,475.00	$21,661.98	$3,945.10					$80,082.08
F46FF	43102375026	$106,223.41	$25,426.28	$14,497.28					$146,146.97
SERVICE UNIT F46FF		$593,689.80	$218,804.16	$134,806.32	$120,975.43	$69,339.82	$251,891.53	$0.00	$1,389,507.06
% OF PROGRAM TOTAL		0.30	0.21	0.22	0.50	0.66	0.51	0.00	0.30
F47FF	17020005026	$29,349.60	$11,382.12	$1,923.31	$510.33	$23,438.76			$66,604.12
F47FF	17020015026	$130,278.70	$78,041.04	$29,392.08	$6,965.53	$22,887.50			$267,564.85
F47FF	17020018026	$85,218.70	$56,735.66	$8,919.88	$3,002.10	$2,501.73			$156,378.07
F47FF	17064002026	$61,508.71	$18,852.95	$14,564.31	$600.88				$95,526.85
F47FF	17064003026	$28,076.00	$41,474.47	$10,803.67	$5,596.03				$85,950.17
F47FF	17064004026	$42,420.00	$39,393.86	$5,223.31					$87,037.17
F47FF	17064007026	$27,748.00	$45,653.29	$2,958.82	$10,177.79				$86,537.90
F47FF	17064007061	$120,038.70					$455,098.43		$575,137.13
F47FF	17064009026	$61,469.70	$34,634.87	$16,664.12	$10,357.51				$123,126.20
F47FF	17064010026	$12,225.00	$19,092.64	$2,524.86	$4,193.36				$38,035.86
F47FF	17064016026	$172,700.69	$79,338.19	$46,160.06	$32,697.98	$26,993.25			$357,890.17
F47FF	17064019026	$54,142.00	$33,415.18	$11,204.09	$3,560.36				$102,321.63
F47FF	38054017004	$5,080.00							$5,080.00
F47FF	38054021026	$20,003.60	$19,142.21	$4,611.82	$702.59	$25,321.11			$69,781.33
F47FF	38054023026	$74,864.30	$44,465.42	$1,972.55					$121,302.27
F47FF	38054027002	$131,822.00	$45,446.16	$14,178.48	$9,492.31	$39,824.98			$240,763.93
F47FF	38054061004	$21,504.00	$9,204.59	$1,972.55	$1,639.50				$34,320.64
F47FF	38054068004	$6,016.00	$99.77						$6,115.77
F47FF	38054072004	$8,421.20	$25,834.96		$1,853.17				$36,109.33
F47FF	38054088002	$10,000.00	$8,693.26		$1,862.26				$20,555.52
F47FF	38054404016	$62,316.00	$23,198.87	$24,268.04	$2,374.76	$13,375.26			$125,532.93
SERVICE UNIT F47FF		$1,165,202.90	$634,099.51	$197,341.95	$95,586.46	$154,342.59	$455,098.43	$0.00	$2,701,671.84
% OF PROGRAM TOTAL		0.59	0.62	0.32	0.39	1.47	0.92	0.00	0.58
F48KK	01001001026	$27,796.80	$11,078.01		$1,883.73				$40,758.54
F48KK	01001002026	$22,813.00	$18,715.01		$3,508.22				$45,036.23
F48KK	01001003026	$36,280.00	$24,054.88		$1,802.88				$62,137.76

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
F48KK	01001004026	$54,223.60	$19,186.80		$699.06				$74,109.46
F48KK	01001172022	$566,896.10	$211,037.57		$32,532.24				$810,465.91
F48KK	01001172061	$174,022.20					$386,662.32		$560,684.52
SERVICE UNIT F48KK		$882,031.70	$284,072.27	$0.00	$40,426.13	$0.00	$386,662.32	$0.00	$1,593,192.42
% OF PROGRAM TOTAL		0.45	0.28	0.00	0.17	0.00	0.78	0.00	0.34
F49KK	01075001026	$8,104.00	$12,977.38						$21,081.38
F49KK	01075002026	$39,310.50	$12,611.24	$2,895.70	$3,928.09				$58,745.53
F49KK	01075003026	$39,492.00	$28,760.67						$68,252.67
F49KK	01075004026	$36,077.50	$27,149.52	$1,972.55					$65,199.57
F49KK	01075010026	$168,132.00	$31,729.84	$324.84	$16,972.95				$217,159.63
F49KK	01075057002	$8,820.00	$5,520.03						$14,340.03
F49KK	01075172016		$0.00						$0.00
F49KK	05005001026	$48,087.50	$36,987.28		$1,451.43				$86,526.21
F49KK	05009015026	$154,419.80	$29,751.05	$3,945.10	$18,021.37				$206,137.32
F49KK	07007040026	$50,084.00	$41,140.84	$3,945.10					$95,169.94
F49KK	07007042026	$10,475.00	$13,764.88	$5,150.57					$29,390.45
F49KK	07031001026	$48,864.70	$24,870.98						$73,735.68
F49KK	07031003026	$105,538.00	$54,930.42	$0.00	$6,536.09				$167,004.51
F49KK	07031010026	$16,131.50	$42,406.55		$2,387.00				$60,925.05
F49KK	40056002026	$39,494.00	$56,167.25	$335.33	$3,994.07				$99,990.65
F49KK	46069001026	$36,991.50	$16,680.68						$53,672.18
F49KK	46069006026	$32,800.00	$15,056.25	$1,972.55					$49,828.80
F49KK	46069011026	$35,977.50	$10,740.92						$46,718.42
F49KK	46069027026	$16,707.00	$22,311.74						$39,018.74
F49KK	46069117022	$334,531.70	$102,091.49		$7,372.10				$443,995.29
F49KK	46069801060	$403,614.40		$47,986.07			$676,410.60		$1,128,011.07
F49KK	46086001026	$61,818.50	$43,780.09		$5,670.36				$111,268.95
F49KK	46086002026	$50,400.00	$23,430.84						$73,830.84
F49KK	51084016026	$61,572.50	$33,261.97		$2,780.68				$97,615.15
SERVICE UNIT F49KK		$1,807,443.60	$686,121.91	$68,527.81	$69,114.14	$0.00	$676,410.60	$0.00	$3,307,618.06
% OF PROGRAM TOTAL		0.92	0.67	0.11	0.28	0.00	1.37	0.00	0.71
F50KK	05009064026	$40.00	$13,473.18		$7,738.32				$21,251.50
F50KK	05009262026		$20,434.52	$4,818.94					$25,253.46
F50KK	38065200026	$315.00	$10,330.24	$1,593.66	$6,961.09				$19,199.99
F50KK	38065202026	$759.50	$25,161.93	$29,125.07	$1,637.83				$56,684.33
F50KK	38065213026	$313.00	$25,171.44	$11,835.31					$37,319.75
F50KK	40056003026	$269.50	$23,282.92	$20,447.17	$500.40				$44,499.99
F50KK	40056004026	$2,692.00	$29,154.78	$22,661.26	$811.22				$55,319.26
F50KK	51084000060	$1,489,843.43					$534,163.41		$2,024,006.84

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
F50KK	51084001026	$595.00	$9,249.55	$9,987.11		$33,026.49			$52,858.15
F50KK	51084003A26	$435.50	$10,584.93	$18,040.96	$1,096.24				$30,157.63
F50KK	51084005026	$772.50	$48,487.55	$21,080.66	$31,921.19				$102,261.90
F50KK	51084008026	$650.00	$29,717.09	$7,217.56	$8,822.46	$26,842.30			$73,249.41
F50KK	51084010026	$931.50	$18,741.40	$15,052.73	$7,623.00				$42,348.63
F50KK	51084011026	$268.50	$23,706.34	$8,258.86	$7,141.67				$39,375.37
F50KK	51084012026	$13.50	$4,921.30	$382.53					$5,317.33
F50KK	51084013026	$135.00	$7,398.53	$2,681.91					$10,215.44
F50KK	51084014026	$2,225.00	$25,408.67	$13,449.19	$15,556.49	$27,469.28			$84,108.63
F50KK	51084015026	$489.00	$16,316.69	$11,778.11	$4,147.20				$32,731.00
SERVICE UNIT F50KK		$1,500,747.93	$341,541.06	$198,411.03	$93,957.11	$87,338.07	$534,163.41	$0.00	$2,756,158.61
% OF PROGRAM TOTAL		0.77	0.33	0.33	0.39	0.83	1.08	0.00	0.59
F51KK	51084186025	$1,904,800.73	$576,380.26	$382,134.14	$57,995.55	$186,071.33	$747,571.28	$354,177.55	$4,209,130.84
SERVICE UNIT F51KK		$1,904,800.73	$576,380.26	$382,134.14	$57,995.55	$186,071.33	$747,571.28	$354,177.55	$4,209,130.84
% OF PROGRAM TOTAL		0.97	0.56	0.63	0.24	1.77	1.51	1.56	0.90
F88FF	17064087025	$713,385.64	$169,959.26	$70,386.34	$23,982.94	$29,545.26	$163,946.62		$1,171,206.06
SERVICE UNIT F88FF		$713,385.64	$169,959.26	$70,386.34	$23,982.94	$29,545.26	$163,946.62	$0.00	$1,171,206.06
% OF PROGRAM TOTAL		0.36	0.17	0.12	0.10	0.28	0.33	0.00	0.25
F8989	38054000060							$19,428.77	$19,428.77
SERVICE UNIT F8989		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$19,428.77	$19,428.77
% OF PROGRAM TOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.09	0.00
G00JJ	56099017062	$486,705.43						$1,131,411.16	$1,618,116.59
SERVICE UNIT G00JJ		$486,705.43	$0.00	$0.00	$0.00	$0.00	$0.00	$1,131,411.16	$1,618,116.59
% OF PROGRAM TOTAL		0.25	0.00	0.00	0.00	0.00	0.00	4.99	0.35

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
G5252	24047000060	$338,994.80					$227,039.86		$566,034.66
G5252	24047018016	$2,936.00	$16,217.78						$19,153.78
G5252	24047066004	$14,222.40	$30,589.71	$8,826.27	$8,193.16				$61,831.54
G5252	24047088026	$72,067.50	$88,345.84	$30,554.09	$26,013.13				$216,980.56
G5252	24047090004	$7,952.00	$3,350.64	$1,972.55					$13,275.19
G5252	24047115026	$85,992.75	$115,833.13	$37,470.13	$56,165.82	$10,758.30			$306,220.13
G5252	24047308026	$162,112.94	$159,235.07	$60,727.72	$91,291.15	$51,818.80			$525,185.68
SERVICE UNIT G5252		$684,278.39	$413,572.17	$139,550.76	$181,663.26	$62,577.10	$227,039.86	$0.00	$1,708,681.54
% OF PROGRAM TOTAL		0.35	0.40	0.23	0.75	0.60	0.46	0.00	0.37
G5353	56099114002	$13,400.00	$53,784.02	$3.16	$33,336.60				$100,523.78
G5353	56099122002	$79,853.00	$87,553.17	$21,681.65	$21,752.07				$210,839.89
G5353	56099157C04	$24,440.00	$33,995.87	$6,024.17	$4,123.95				$68,583.99
G5353	56099159002	$25,685.00	$59,384.65	$18,519.31	$20,756.92				$124,345.88
G5353	56099161002	$58,443.50	$82,254.38	$13,919.31	$16,743.26				$171,360.45
G5353	56099210016	$69,431.60	$70,325.00	$37,444.91	$60,817.15	$79,167.63			$317,186.29
G5353	56099843060	$592,440.49	$19,978.26	$328,787.87			$282,351.13		$1,223,557.75
SERVICE UNIT G5353		$863,693.59	$407,275.35	$426,380.38	$157,529.95	$79,167.63	$282,351.13	$0.00	$2,216,398.03
% OF PROGRAM TOTAL		0.44	0.40	0.70	0.65	0.75	0.57	0.00	0.48
G5454	56099033C04	$8,912.50	$111,499.34	$44,247.48	$33,220.20				$197,879.52
G5454	56099033C61						$275,939.50		$275,939.50
G5454	56099088002		$42,976.76	$9,945.64	$10,453.09				$63,375.49
G5454	56099088A02	$77.00	$17,463.36	$8,983.80	$5,155.45				$31,679.61
G5454	56099089002	$394.00	$46,778.32	$11,924.08	$7,514.56				$66,610.96
G5454	56099090002	$156.00	$22,979.45	$4,565.19	$15,176.85				$42,877.49
G5454	56099091002	$715.00	$33,386.05	$9,811.95	$13,436.43				$57,349.43
G5454	56099092002	$681.50	$74,166.26	$28,249.76	$31,016.76				$134,114.28
G5454	56099202022	$22,458.83	$150,167.07	$31,547.03	$75,225.64				$279,398.57
G5454	56099205017	$6,614.50	$67,643.09	$12,444.83	$28,654.38				$115,356.80
G5454	56099205061	$792,679.30							$792,679.30
SERVICE UNIT G5454		$832,688.63	$567,059.70	$161,719.76	$219,853.36	$0.00	$275,939.50	$0.00	$2,057,260.95
% OF PROGRAM TOTAL		0.42	0.55	0.27	0.90	0.00	0.56	0.00	0.44
G5555	56099017002		$100,606.13	$18,036.84	$11,773.16				$130,416.13
G5555	56099017061	$757,786.12					$234,656.98		$992,443.10
G5555	56099030C04		$123,175.23	$56,905.14	$25,601.06				$205,681.43

BEST COPY AVAILABLE

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
G5555	56099070C04		$28,788.98	$9,509.83	$6,110.96				$44,409.77
G5555	56099081002		$45,531.79	$12,792.58	$8,359.57				$66,683.94
G5555	56099084002		$28,204.34	$2,437.48					$30,641.82
G5555	56099200U26		$69,028.33	$15,140.33	$10,041.73				$94,210.39
G5555	56099203004		$35,668.05	$9,194.60	$6,959.02				$51,821.67
G5555	56099207U26		$114,105.48	$35,385.36	$18,383.93				$167,874.77
G5555	56099209U26		$183,465.38	$31,821.57	$51,182.91				$266,469.86
G5555	56099255U26		$142,427.03	$42.67	$1,512.62				$143,982.32
SERVICE UNIT G5555		$757,786.12	$871,000.74	$191,266.40	$139,924.96	$0.00	$234,656.98	$0.00	$2,194,635.20
% OF PROGRAM TOTAL		0.39	0.85	0.31	0.58	0.00	0.47	0.00	0.47
G5656	56099365U26	$1,269,335.47	$630,146.72	$1,167,929.83	$192,066.44		$270,754.32		$3,530,232.78
SERVICE UNIT G5656		$1,269,335.47	$630,146.72	$1,167,929.83	$192,066.44	$0.00	$270,754.32	$0.00	$3,530,232.78
% OF PROGRAM TOTAL		0.65	0.61	1.92	0.79	0.00	0.55	0.00	0.76
G5757	56099086005	$1,330,546.50	$697,890.86	$260,728.87	$317,070.22		$294,168.06		$2,900,404.51
SERVICE UNIT G5757		$1,330,546.50	$697,890.86	$260,728.87	$317,070.22	$0.00	$294,168.06	$0.00	$2,900,404.51
% OF PROGRAM TOTAL		0.68	0.68	0.43	1.30	0.00	0.59	0.00	0.62
G5858	56099204017	$785,784.70	$288,697.94	$270,807.18	$37,784.36	$29,825.14	$163,112.63		$1,576,011.95
SERVICE UNIT G5858		$785,784.70	$288,697.94	$270,807.18	$37,784.36	$29,825.14	$163,112.63	$0.00	$1,576,011.95
% OF PROGRAM TOTAL		0.40	0.28	0.45	0.16	0.28	0.33	0.00	0.34
G5959	35050000060	$175,378.40					$672,521.04		$847,899.44
G5959	35050001026	$37,727.00	$7,300.36	$3,751.79	$1,570.42				$50,349.57
G5959	35050002026	$49,237.00	$75,444.83	$27,769.78	$10,104.75				$162,556.36
G5959	35050009026	$16,216.00	$45,182.91	$6,390.78	$4,124.81	$34,760.60			$106,675.10
G5959	35050025004	$8,000.00	$11,417.10		$2,927.34				$22,344.44
G5959	35050040017	$58,791.50	$27,044.37	$15,855.93	$14,555.14	$65,556.60			$181,803.54
G5959	35050044002	$200,132.21	$163,389.89	$40,786.73	$48,076.93	$97,226.09			$549,611.85
G5959	35050056002	$496.50	$4,321.39	$1,766.09					$6,583.98
G5959	35050065004		$13,823.22	$5,917.65					$19,740.87
G5959	35050079004	$26,561.00	$9,975.46	$1,972.55	$1,459.33				$39,968.34

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
G5959	35050082004		$7,897.10	$1,288.07	$1,765.50				$10,950.67
G5959	35050095004	$64,952.00	$22,356.00	$11,835.31	$4,134.69				$103,278.00
G5959	35050120017	$117,930.50	$67,484.28	$33,908.73	$13,774.53	$26,383.40			$259,481.44
G5959	35050122002	$79,957.00	$42,018.22	$35,117.03	$6,483.71	$64,287.48			$227,863.44
G5959	35050124002	$138,204.20	$24,629.85	$13,842.73	$4,738.98				$181,415.76
G5959	35050125002	$75,915.20	$16,822.37	$7,017.18	$11,328.58	$56,703.29			$167,786.62
G5959	35050129004	$2,778.00	$4,287.69	$3,963.22	$882.37				$11,911.28
G5959	35050135002	$5,087.00	$5,994.44	$5,276.23	$2,914.18				$19,271.85
G5959	35050140017	$68,711.80	$15,083.96	$6,941.86		$3,188.52			$93,926.14
G5959	35050141002	$242,775.20	$103,136.95	$84,613.77	$22,595.32				$453,121.24
G5959	35050150002								$0.00
G5959	35050155022	$90,112.10	$23,373.49	$13,449.19	$2,620.07				$129,554.85
G5959	35050160017	$30,960.00	$7,862.55						$38,822.55
G5959	35050170004	$42,943.60	$14,192.36	$1,358.22					$58,494.18
G5959	35050175004	$20,637.20	$5,854.60	$3,945.10					$30,436.90
G5959	35050185004	$10,361.40	$15,582.87	$1,496.06	$4,489.38				$31,929.71
G5959	35050195004	$8,000.00	$5,143.50	$3,562.98	$1,923.83				$18,630.31
G5959	35050210004	$9,080.00	$13,426.84	$2,621.52	$4,421.54				$29,549.90
G5959	35050230004	$16,632.00	$4,388.83	$1,972.55	$1,174.22				$24,167.60
G5959	35050235004	$6,440.00	$354.53						$6,794.53
G5959	35050280017	$49,867.00	$20,980.15	$12,627.38	$5,485.96	$16,771.30			$105,731.79
G5959	35050289004	$144,698.20	$82,560.06	$29,938.07	$21,090.31				$278,286.64
G5959	35050360016	$8,217.00	$2,447.94	$551.21					$11,216.15
G5959	35050400016	$8,062.00	$0.00						$8,062.00
G5959	43059001026	$34,629.10	$26,639.35	$7,602.76					$68,871.21
G5959	43078535026	$77,816.30	$52,071.14	$27,267.42	$12,692.50	$19,726.22			$189,573.58
SERVICE UNIT G5959		$1,927,306.41	$942,488.60	$414,407.89	$205,334.39	$384,603.50	$672,521.04	$0.00	$4,546,661.83
% OF PROGRAM TOTAL		0.98	0.92	0.68	0.84	3.66	1.36	0.00	0.97

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SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
G6060	24032001026	$47,562.50	$94,232.11	$34,001.73	$7,352.95				$183,149.29
G6060	24032002026	$354.50	$22,546.31	$9,393.94	$6,643.89				$38,938.64
G6060	24032002C02								$0.00
G6060	24032024C04		$4,451.71						$4,451.71
G6060	24032035C04		$3,589.80						$3,589.80
G6060	24032054002	$615.00	$78,469.42	$8,880.03	$28,280.88				$116,245.33
G6060	24032054061	$455,481.10					$191,100.93		$646,582.03
G6060	24032060C04	$380.00	$12,808.29						$13,188.29
G6060	24032072C04	$8,099.00	$27,227.52	$7,890.21	$11,981.81				$55,198.54
G6060	24032073017	$8,162.50	$23,040.98	$1,759.51					$32,962.99
G6060	24032074003		$0.00						$0.00
G6060	24032075002	$8,000.00	$12,910.58	$5,345.61	$8,362.71				$34,618.90
G6060	24032101016	$2,309.00	$37,055.05	$6,571.68	$942.62	$18,791.08			$65,669.43
G6060	24032111016	$18,180.50	$64,860.55	$18,607.16	$3,550.42				$105,198.63
G6060	24032201004	$1,508.00	$24,872.57	$7,815.07					$34,195.64

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SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
SERVICE UNIT G6060		$550,652.10	$406,064.89	$100,264.94	$67,115.28	$18,791.08	$191,100.93	$0.00	$1,333,989.22
% OF PROGRAM TOTAL		0.28	0.40	0.16	0.28	0.18	0.39	0.00	0.29
G6161	29038004026	$88,509.50	$40,715.11	$1,972.55					$131,197.16
G6161	32046001026		$41,496.84		$8,241.08				$49,737.92
G6161	32046002026	$170,840.90	$47,000.83	$1,972.55					$219,814.28
G6161	32046005026		$19,556.03		$19,843.58				$39,399.61
G6161	32046006026		$3,112.80						$3,112.80
G6161	32046053002	$282,359.50	$66,664.49						$349,023.99
G6161	32046061002	$105,442.00	$14,834.24						$120,276.24
G6161	32046256004		$10,837.44						$10,837.44
G6161	32046258004		$3,495.41						$3,495.41
G6161	32046259004	$2,419.20	$17,452.29						$19,871.49
G6161	32046302016		$12,091.58						$12,091.58
G6161	32046307016	$108,526.50	$30,230.51		$7,318.24				$146,075.25
G6161	32046850060	$805,933.70	$205.10	$310,371.35			$370,169.00		$1,486,679.15
SERVICE UNIT G6161		$1,564,031.30	$307,692.67	$314,316.45	$35,402.90	$0.00	$370,169.00	$0.00	$2,591,612.32
% OF PROGRAM TOTAL		0.80	0.30	0.52	0.15	0.00	0.75	0.00	0.56
G6262	32046111025	$582,141.00	$154,358.82	$218,935.58	$54,500.48	$85,779.00	$216,754.00		$1,312,468.88
SERVICE UNIT G6262		$582,141.00	$154,358.82	$218,935.58	$54,500.48	$85,779.00	$216,754.00	$0.00	$1,312,468.88
% OF PROGRAM TOTAL		0.30	0.15	0.36	0.22	0.82	0.44	0.00	0.28
H0096	50082000060	$68,800.00						$218,265.24	$287,065.24
SERVICE UNIT H0096		$68,800.00	$0.00	$0.00	$0.00	$0.00	$0.00	$218,265.24	$287,065.24
% OF PROGRAM TOTAL		0.04	0.00	0.00	0.00	0.00	0.00	0.96	0.06
H7070	03003001026		$19,816.24	$8,398.64					$28,214.88
H7070	03003002026	$62,807.50	$52,069.89	$24,092.15	$8,128.45				$147,097.99
H7070	03026201026		$3,724.36	$6,304.04					$10,028.40
H7070	03026202026	$16,125.00	$7,717.76	$7,831.93					$31,674.69
H7070	03026203026	$321,861.70	$19,400.04	$36,172.02	$16,585.46				$394,019.22
H7070	03026204026	$8,000.00	$8,753.80	$9,835.30					$26,589.10

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
H7070	10011001026		$18,875.81	$708.80					$19,584.61
H7070	10011003026	$3,542.00	$36,042.95	$28,199.98	$2,770.04				$70,554.97
H7070	10011003061	$187,110.00					$649,813.82	$110,828.22	$947,752.04
H7070	10011003062	$567,353.04	$6,609.49						$573,962.53
H7070	10011004026	$748.50	$9,337.41	$1,581.40					$11,667.31
H7070	10011005026	$162.50	$9,541.01	$1,178.57					$10,882.08
H7070	10011007026		$9,826.34	$1,972.55					$11,798.89
H7070	10011008026	$876.00	$27,839.49	$8,741.85					$37,457.34
H7070	10011009026	$316.50	$35,005.88	$3,690.24					$39,012.62
H7070	10011014024	$12.50	$16,082.59	$579.79	$7,149.26				$23,824.14
H7070	10068002026	$9,966.40	$24,259.46	$7,551.77					$41,777.63
H7070	10068003026	$357,753.30	$99,918.00	$41,747.94	$1,954.03				$501,373.27
H7070	10068012026	$57,625.80	$56,168.26	$19,290.24	$5,920.00				$139,004.30
H7070	10068022026	$430.00	$42,977.49	$8,997.95	$12,789.27				$65,194.71
H7070	10068066022		$6,755.63	$1,741.57					$8,497.20
H7070	40056001026	$45,820.00	$30,342.87	$18,531.76	$14,100.53	$13,090.68			$121,885.84
SERVICE UNIT H7070		$1,640,510.74	$541,064.77	$237,148.49	$69,397.04	$13,090.68	$649,813.82	$110,828.22	$3,261,853.76
% OF PROGRAM TOTAL		0.84	0.53	0.39	0.29	0.12	1.31	0.49	0.70
H7171	07042100026	$140,712.20	$96,146.86	$14,260.36	$29,656.32				$280,775.74
H7171	40056005026	$22,588.60	$20,893.36	$6,205.65	$10,837.49				$60,525.10
H7171	40056006026	$124,489.50	$27,344.02	$1,469.55	$10,716.46				$164,019.53
H7171	40056007026	$38,442.80	$41,285.89	$28,907.03	$6,095.51	$2,282.76			$117,013.99
H7171	40056008026	$23,442.80	$60,029.40	$12,169.90	$16,687.64				$112,329.74
H7171	40056009026	$151,057.90	$99,903.17	$19,369.10	$22,665.48				$292,995.65
H7171	41057001026	$85,577.40	$82,047.47	$20,625.55	$38,177.92				$226,428.34
H7171	41057008026	$223,868.30	$157,664.75	$18,165.41	$90,050.52				$489,748.98
H7171	41057008061	$386,023.50					$539,337.02	$43,614.58	$968,975.10
H7171	41057013002	$118,626.00	$49,726.95	$17,632.59	$16,996.74	$24,075.00			$227,057.28
H7171	41057014016	$52,764.30	$26,780.19	$13,040.16	$3,511.11				$96,095.76
H7171	41057015003	$54,800.00	$26,484.79	$7,731.02	$267.55				$89,283.36
SERVICE UNIT H7171		$1,422,393.30	$688,306.85	$159,576.32	$245,662.74	$26,357.76	$539,337.02	$43,614.58	$3,125,248.57
% OF PROGRAM TOTAL		0.73	0.67	0.26	1.01	0.25	1.09	0.19	0.67
H7272	41057000063	$10,800.00							$10,800.00
H7272	41057011026	$678,872.14	$405,900.72	$113,210.78	$343,597.60	$40,159.51	$242,098.70	$35,638.00	$1,859,477.45

BEST COPY AVAILABLE

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
SERVICE UNIT H7272		$689,672.14	$405,900.72	$113,210.78	$343,597.60	$40,159.51	$242,098.70	$35,638.00	$1,870,277.45
% OF PROGRAM TOTAL		0.35	0.40	0.19	1.41	0.38	0.49	0.16	0.40
H7373	41057003026	$61,082.20	$9,247.42	$10,837.09	$17,092.70				$98,259.41
H7373	41057009026	$659,744.05	$544,710.93	$232,597.22	$280,761.69	$81,685.56	$284,927.40		$2,084,426.85
H7373	41057009061	$90,623.80						$80,027.54	$170,651.34
H7373	41057012026	$130,962.10	$35,055.24	$38,425.98	$26,172.01				$230,615.33
SERVICE UNIT H7373		$942,412.15	$589,013.59	$281,860.29	$324,026.40	$81,685.56	$284,927.40	$80,027.54	$2,583,952.93
% OF PROGRAM TOTAL		0.48	0.57	0.46	1.33	0.78	0.58	0.35	0.55
H7474	41057000060	$172,183.60	$8,493.80					$37,379.09	$218,056.49
H7474	41057000062	$27,452.25	$6,211.69						$33,663.94
H7474	41057002026	$140,388.70	$157,689.31	$52,421.93	$30,154.45	$42,327.66			$422,982.05
H7474	41057004024	$26,033.00	$47,739.13	$8,349.50	$12,005.29				$94,126.92
H7474	41057005026	$133,946.20	$95,653.53	$34,831.92	$11,576.30				$276,007.95
H7474	41057007026	$454,655.61	$223,052.53	$183,395.30	$120,379.57	$25,311.63			$1,006,794.64
H7474	41057007061	$141,598.80					$271,031.36	$96,108.55	$508,738.71
SERVICE UNIT H7474		$1,096,258.16	$538,839.99	$278,998.65	$174,115.61	$67,639.29	$271,031.36	$133,487.64	$2,560,370.70
% OF PROGRAM TOTAL		0.56	0.52	0.46	0.72	0.64	0.55	0.59	0.55
H7575	41057010026	$510,171.64	$175,323.87	$88,778.28	$136,741.82	$59,679.00	$164,619.53	$25,329.17	$1,160,643.31
SERVICE UNIT H7575		$510,171.64	$175,323.87	$88,778.28	$136,741.82	$59,679.00	$164,619.53	$25,329.17	$1,160,643.31
% OF PROGRAM TOTAL		0.26	0.17	0.15	0.56	0.57	0.33	0.11	0.25
H7676	50082188022		$22,503.41	$1,248.62	$1,100.31				$24,852.34
H7676	50082189022	$1,293,416.07	$707,005.17	$347,048.10	$557,838.92				$2,905,308.26
H7676	50082189061						$353,322.62	$19,116.83	$372,439.45

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
SERVICE UNIT H7676		$1,293,416.07	$729,508.58	$348,296.72	$558,939.23	$0.00	$353,322.62	$19,116.83	$3,302,600.05
% OF PROGRAM TOTAL		0.66	0.71	0.57	2.30	0.00	0.71	0.08	0.71
H7777	50082009026	$94,393.40	$20,228.27	$16,456.84	$24,521.30				$155,599.81
H7777	50082019026	$225,375.70	$126,748.17	$68,187.51	$69,070.60				$489,381.98
H7777	50082030003	$1,552.00	$476.62						$2,028.62
H7777	50082040026	$75,677.50	$46,550.75	$9,800.42	$14,688.80				$146,717.47
H7777	50082060026	$42,043.90	$28,027.11	$14,234.00					$84,305.01
H7777	50082070004	$70,951.00	$40,298.29	$5,307.45	$7,402.28				$123,959.02
H7777	50082077016	$23,536.00	$10,611.99	$3,354.05	$2,753.96				$40,256.00
H7777	50082085002	$23,215.50	$21,305.27	$1,447.45	$15,758.12				$61,726.34
H7777	50082090004	$161,934.40	$69,781.78	$51,232.57	$52,521.68	$1,670.10			$337,140.53
H7777	50082104002	$26,516.00	$9,208.34	$10,093.55	$10,976.51				$56,794.40
H7777	50082105002	$125,259.20	$10,050.91	$2,707.58					$138,017.69
H7777	50082110004	$81,367.10	$27,279.10	$19,828.93	$49,971.82	$27,300.00			$205,746.95
H7777	50082113002	$12,642.50	$12,649.18	$1,972.55	$6,153.84				$33,418.07
H7777	50082115002	$50,237.60	$43,237.56	$14,302.37	$8,677.14				$116,454.67
H7777	50082116002	$25,538.00	$27,897.61	$9,948.40	$17,274.95				$80,658.96
H7777	50082118002	$428,099.50	$170,965.75	$84,417.57	$82,319.67	$8,511.90			$774,314.39
H7777	50082119002	$41,585.60	$24,333.62	$11,133.15	$3,276.73				$80,329.10
H7777	50082130004	$5,984.00	$5,397.88						$11,381.88
H7777	50082160004	$34,340.20	$27,395.32	$7,598.27	$5,665.68				$74,999.47
H7777	50082175002	$29,677.50	$43,800.62	$7,152.47	$15,257.12				$95,887.71
H7777	50082181002	$31,980.00	$17,684.08	$4,842.23					$54,506.31
H7777	50082201017	$311,114.20	$161,515.11	$66,636.94	$73,742.78	$37,375.32			$650,384.35
H7777	50082201061	$253,075.20					$801,077.68	$154,560.21	$1,208,713.09
H7777	50082203017	$43,997.00	$42,980.07	$18,675.34	$31,243.64				$136,896.05
SERVICE UNIT H7777		$2,220,093.00	$988,423.40	$429,329.64	$491,276.62	$74,857.32	$801,077.68	$154,560.21	$5,159,617.87
% OF PROGRAM TOTAL		1.13	0.96	0.71	2.02	0.71	1.62	0.68	1.11
H7878	50082187026	$330,621.30	$124,533.54	$69,988.12	$108,809.22	$35,335.60			$669,287.78
H7878	50082187061	$33,312.00					$226,056.85	$26,536.91	$285,905.76
H7878	50082196026	$77,392.30	$30,179.92	$2,523.32	$14,422.69				$124,518.23
SERVICE UNIT H7878		$441,325.60	$154,713.46	$72,511.44	$123,231.91	$35,335.60	$226,056.85	$26,536.91	$1,079,711.77
% OF PROGRAM TOTAL		0.23	0.15	0.12	0.51	0.34	0.46	0.12	0.23
H7979	45067003026	$17,848.00	$16,160.99	$8,323.07	$4,494.75				$46,826.81

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
H7979	45067004026	$39,012.50	$28,207.01	$19,468.05	$18,649.79	$48,933.97			$154,271.32
H7979	45067005026	$112,201.10	$49,204.29	$47,616.01	$14,218.63				$223,240.03
H7979	45079001022	$28,320.00	$16,313.80	$3,926.07	$5,663.39				$54,223.26
H7979	45079122019		$0.00						$0.00
H7979	45079132026	$109,505.00	$44,311.93	$11,453.98	$9,112.00				$174,382.91
H7979	45079132061	$54,434.80					$296,388.83	$32,834.60	$383,658.23
H7979	45079134004	$11,293.50	$5,335.51	$5,715.30	$4,639.11				$26,983.42
H7979	45079138026	$25,264.50	$9,443.75	$4,556.94					$39,265.19
H7979	45079139026	$65,019.60	$43,163.55	$26,653.49	$17,821.96				$152,658.60
H7979	45079140026	$176,723.50	$41,839.62	$34,149.44	$37,252.99				$289,965.55
SERVICE UNIT H7979		$639,622.50	$253,980.45	$161,862.35	$111,852.62	$48,933.97	$296,388.83	$32,834.60	$1,545,475.32
% OF PROGRAM TOTAL		0.33	0.25	0.27	0.46	0.47	0.60	0.14	0.33

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SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
I0000	25033010061	$59,937.57							$59,937.57
SERVICE UNIT I0000		$59,937.57	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$59,937.57
% OF PROGRAM TOTAL		0.03	0.00	0.00	0.00	0.00	0.00	0.00	0.01

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SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
I8080	13014001026		$39,862.03	$10,641.08					$50,503.11
I8080	13014003026	$1,017.50	$35,864.29	$7,137.58	$10,446.70				$54,466.07
I8080	13014012004	$150.00	$33,272.77	$13,495.99					$46,918.76
I8080	13014021002		$6,170.83	$4,931.38					$11,102.21
I8080	13014046002		$3,110.69	$1,972.55					$5,083.24
I8080	13014057002		$8,390.10	$1,972.55					$10,362.65
I8080	13014060002		$7,928.45	$2,986.44					$10,914.89
I8080	13014062002		$3,244.57		$1,896.38				$5,140.95
I8080	13014063002								$0.00
I8080	13014071016		$12,135.08	$2,088.70	$12,038.04				$26,261.82
I8080	13014141502								$0.00
I8080	13014186002		$2,429.69	$1,972.55					$4,402.24
I8080	13095001004		$5,381.21	$2,477.41					$7,858.62
I8080	13095010026		$31,909.41	$13,263.14					$45,172.55
I8080	13095011004		$4,840.34	$1,972.55					$6,812.89
I8080	13095015004		$12,145.70	$8,722.41					$20,868.11
I8080	13095029003		$2,449.43	$1,972.55					$4,421.98
I8080	13095049004	$28.00	$29,501.01	$10,870.25					$40,399.26
I8080	13095099016			$2,486.03					$2,486.03
I8080	42058001003		$986.16						$986.16
I8080	42058002003								$0.00
I8080	42058007004	$660.00	$6,106.25	$2,501.19					$9,267.44
I8080	42058010004	$585.00	$0.00	$1,587.90					$2,172.90
I8080	42058100026	$188.50	$12,218.91						$12,407.41

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
I8080	42058111002	$223.50	$10,354.26	$10,539.00		$3,276.39			$24,393.15
I8080	42058122002		$11,598.48	$1,972.55					$13,571.03
I8080	42058133002		$3,681.97	$2,084.98					$5,766.95
I8080	42058135002	$1,000.00	$70,774.84	$25,462.77					$97,237.61
I8080	42058200017	$1,108.00	$7,580.15	$1,972.55	$3,675.90	$8,877.96			$23,214.56
I8080	42058401026	$390.00	$55,608.73	$15,209.12		$15,225.00			$86,432.85
I8080	42058501026	$562.50	$19,303.21	$7,683.22					$27,548.93
I8080	42058600016	$1,493.50	$10,191.94	$5,917.65		$3,300.00			$20,903.09
I8080	42058700016		$3,767.28	$1,972.55					$5,739.83
I8080	42058801060	$1,206,975.13					$455,417.49	$104,557.66	$1,766,950.28
SERVICE UNIT I8080		$1,214,381.63	$450,807.78	$165,866.64	$28,057.02	$30,679.35	$455,417.49	$104,557.66	$2,449,767.57
% OF PROGRAM TOTAL		0.62	0.44	0.27	0.12	0.29	0.92	0.46	0.53

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SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
I8181	12013010026	$16,000.00	$22,176.30						$38,176.30
I8181	12013025026	$38,409.50	$26,425.36	$1,972.55	$2,315.16	$2,099.96			$71,222.53
I8181	12013035026	$100,940.00	$72,088.97	$4,309.84	$6,908.89	$31,767.85			$216,015.55
I8181	12040001026	$102,879.80	$81,603.69	$10,382.62		$4,544.67			$199,410.78
I8181	12080001026	$150,052.00	$78,370.85	$2,026.55	$1,931.43				$232,380.83
I8181	12080002026	$26,856.00	$2,893.27						$29,749.27
I8181	15017000060	$309,496.40					$515,466.12	$13,165.00	$838,127.52
I8181	15017001026	$16,275.00	$25,070.18						$41,345.18
I8181	15017002026	$97,847.80	$43,227.67	$4,926.23	$0.00				$146,001.70
I8181	15017003026	$12,052.50	$15,884.90	$91.23					$28,028.63
I8181	15017004026	$31,424.50	$55,517.26	$5,226.22					$92,167.98
I8181	15051010026	$65,827.50	$39,737.62	$3,774.70		$6,623.24			$115,963.06
I8181	15051020026	$77,417.50	$31,232.28	$8,245.20					$116,894.98
SERVICE UNIT I8181		$1,045,478.50	$494,228.35	$40,955.14	$11,155.48	$45,035.72	$515,466.12	$13,165.00	$2,165,484.31
% OF PROGRAM TOTAL		0.53	0.48	0.07	0.05	0.43	1.04	0.06	0.46

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SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
I8282	21028034002	$78,505.19	$7,038.62	$104,228.18					$189,771.99
I8282	21028038016	$37,868.00	$9,302.58	$27,402.63	$216.39				$74,789.60
I8282	21028047004	$150,657.50	$35,840.92	$188,158.90					$374,657.32
I8282	21028062002	$32,198.40	$14,321.97	$44,354.87					$90,875.24
I8282	21028091004	$10,550.00	$4,762.10	$14,985.83					$30,297.93
I8282	21028103013	$47,639.94	$27,644.75	$146,337.97	$4,216.28	$8,807.50			$234,646.44
I8282	21028110004	$3,024.00	$3,160.44	$5,310.54					$11,494.98
I8282	21028112016	$250.00	$2,752.92	$1,420.97					$4,423.89
I8282	21028115004	$13,491.10	$5,545.40	$34,533.24					$53,569.74
I8282	21028168026	$165,342.62	$61,458.42	$243,617.51					$470,418.55
I8282	21028188026	$88,271.50	$53,527.89	$140,394.86					$282,194.25
I8282	21028196026	$63,703.60	$25,063.57	$80,594.13	$2,366.85	$1,092.13			$172,820.28

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SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
I8282	25041001026	$24,776.00	$29,148.59	$34,627.09					$88,551.68
I8282	25041002004	$18,800.00	$12,067.12	$28,901.50					$59,768.62
I8282	25041003004	$62,780.00	$3,533.89	$26,654.04					$92,967.93
I8282	25041004004	$27,200.00	$17,667.93	$45,845.87					$90,713.80
I8282	25041005004	$26,800.00	$16,020.30	$38,473.64					$81,293.94
I8282	25041006004	$1,285.20	$15,263.68	$7,591.70					$24,140.58
I8282	25041007004	$11,707.20	$13,348.20	$30,516.95					$55,572.35
I8282	25041008004	$362.00	$19,683.36	$12,723.50		$3,804.84			$36,573.70
I8282	25041012004	$384.00	$6,677.27	$11,912.24					$18,973.51
I8282	25041079002	$8,000.00	$7,153.59	$29,371.16					$44,524.75
I8282	25041080002	$234,286.40	$89,666.52	$281,322.76	$3,687.21	$10,628.40			$619,591.29
I8282	25041082002	$14,904.00	$4,767.38	$24,301.54					$43,972.92
I8282	25041099004		$6,088.42	$5,961.16					$12,049.58
I8282	25041114004	$17,200.00	$21,033.64	$53,704.42					$91,938.06
I8282	25041201017	$84,670.50	$50,007.94	$160,916.20	$3,095.16	$25,480.32			$324,170.12
I8282	25041204017	$16,799.20	$10,092.49	$26,497.02					$53,388.71
I8282	25041205016	$11,978.80	$7,317.28	$10,588.29					$29,884.37
I8282	25041801060	$311,548.30					$444,579.00	$147,741.00	$903,868.30
SERVICE UNIT I8282		$1,564,983.45	$579,957.18	$1,861,248.71	$13,581.89	$49,813.19	$444,579.00	$147,741.00	$4,661,904.42
% OF PROGRAM TOTAL		0.80	0.56	3.06	0.06	0.47	0.90	0.65	1.00

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I8383	02091016004	$5,600.00	$2,166.04						$7,766.04
I8383	02091017022	$33,600.00	$17,435.14	$5,212.75					$56,247.89
I8383	02091037004	$53,612.00	$15,957.11	$13,363.58					$82,932.69
I8383	02091043004	$34,098.80	$6,296.95	$6,148.44					$46,544.19
I8383	02091066022	$17,208.00	$18,880.25	$4,000.80					$40,089.05
I8383	02091081016	$41,116.50	$13,998.77	$6,068.39					$61,183.66
I8383	02091084026	$42,901.00	$34,658.40	$9,839.78					$87,399.18
I8383	30039086003	$10,359.00	$19,850.73	$10,425.39					$40,635.12
I8383	30039095002	$119,454.00	$72,948.37	$47,096.24	$70.42				$239,569.03
I8383	30039130004	$11,259.60	$11,804.50	$3,627.52					$26,691.62
I8383	30039140004	$29,076.80	$38,459.19	$18,779.49					$86,315.48
I8383	30039165016	$80,484.70	$27,701.21	$11,644.07					$119,829.98
I8383	30039166026	$4,800.00	$14,607.58	$1,655.33					$21,062.91
I8383	30039176026	$82,659.20	$43,287.58	$24,372.85					$150,319.63
I8383	30039186026	$127,403.60	$7,004.52	$56,000.37					$190,408.49
I8383	30039186061	$563,686.85	$12,313.36				$496,757.00	$156,828.00	$1,229,585.21
I8383	30039196026	$32,029.00	$45,181.94	$6,458.88					$83,669.82
I8383	30073005002	$4,040.00	$26,285.44	$10,646.05					$40,971.49
I8383	30073050002	$30,573.50	$51,931.06	$18,127.47					$100,632.03
I8383	30073101016	$20,568.00	$68,034.36	$12,137.80					$100,740.16
I8383	30073204004	$5,600.00	$8,061.63	$2,962.77					$16,624.40
I8383	30073211004	$4,000.00	$7,955.34	$1,972.55					$13,927.89
I8383	30073300026	$101,543.50	$92,789.58	$41,674.27					$236,007.35

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
SERVICE UNIT I8383		$1,455,674.05	$657,609.05	$312,214.79	$70.42	$0.00	$496,757.00	$156,828.00	$3,079,153.31
% OF PROGRAM TOTAL		0.74	0.64	0.51	0.00	0.00	1.00	0.69	0.66
I8484	20024001026	$86,630.10	$49,578.51	$35,053.13					$171,261.74
I8484	20093017024	$11,952.00	$5,014.93	$5,304.04					$22,270.97
I8484	20093348026	$172,454.00	$42,932.39	$105,430.77					$320,817.16
I8484	20096006004	$8,000.00	$5,701.15	$2,796.06					$16,497.21
I8484	20096014004	$17,096.20	$290.57	$1,479.41					$18,866.18
I8484	20096017004	$10,408.00	$0.00	$2,935.39					$13,343.39
I8484	20096019004	$10,800.00	$4,682.27	$4,263.48					$19,745.75
I8484	20096100026	$59,724.80	$23,130.53	$9,162.63					$92,017.96
I8484	20096112004	$57,501.60	$1,405.93	$22,026.05					$80,933.58
I8484	20096200026	$40,738.00	$28,910.29	$8,196.35					$77,844.64
I8484	20096225016	$40,012.50	$8,134.87	$7,876.51					$56,023.88
I8484	20097001026	$10,414.00	$19,285.20	$17,826.49					$47,525.69
I8484	20097003026	$56,276.00	$48,095.95	$38,208.41					$142,580.36
I8484	20097005026	$286,892.34	$114,385.77	$55,227.36					$456,505.47
I8484	20097018004	$1,195.00	$4,496.68	$3,717.15					$9,408.83
I8484	20097801060	$462,567.22	$4,024.26				$651,554.27	$160,566.76	$1,278,712.51
I8484	23030007026	$83,657.50	$40,042.78	$23,417.12					$147,117.40
I8484	23035001026	$65,077.20	$31,410.44	$14,701.34					$111,188.98
I8484	23076001026	$73,205.00	$18,205.12	$14,147.33					$105,557.45
I8484	23083001026	$30,356.00	$35,468.66	$19,460.94					$85,285.60
I8484	23083002026	$42,734.00	$19,709.50	$16,908.72					$79,352.22
I8484	23083003026	$182,493.47	$64,334.12	$75,576.38					$322,403.97
I8484	23083004026	$124,558.80	$19,722.64	$56,359.34	$0.00				$200,640.78
I8484	25033010026	$134,714.50	$35,696.57	$41,760.12					$212,171.19
SERVICE UNIT I8484		$2,069,458.23	$624,659.13	$581,834.52	$0.00	$0.00	$651,554.27	$160,566.76	$4,088,072.91
% OF PROGRAM TOTAL		1.06	0.61	0.96	0.00	0.00	1.32	0.71	0.88
I8585	57100001026								$0.00
I8585	57100002026								$0.00
I8585	57100002061	$1,036,932.14	$368,747.60	$971,376.40			$267,441.00	$90,689.00	$2,735,186.14
I8585	57100003026								$0.00
I8585	57100004026				$7,648.76				$7,648.76
I8585	57100005026								$0.00

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
SERVICE UNIT I8585		$1,036,932.14	$368,747.60	$971,376.40	$7,648.76	$0.00	$267,441.00	$90,689.00	$2,742,834.90
% OF PROGRAM TOTAL		0.53	0.36	1.60	0.03	0.00	0.54	0.40	0.59
I8686	02002001022	$190,420.00	$76,077.90	$163,798.57		$5,482.40			$435,778.87
I8686	02002005026	$72,559.60	$22,487.02	$24,786.31					$119,832.93
I8686	02044001026	$19,158.90	$2,984.46	$7,721.93					$29,865.29
I8686	02044032003	$10,800.00	$2,204.90	$1,762.23					$14,767.13
I8686	02044043003	$8,084.00	$304.65	$455.54					$8,844.19
I8686	02044055002	$32,008.50	$7,269.46	$10,505.33					$49,783.29
I8686	02044064002	$8,826.00	$12,919.94	$6,976.21					$28,722.15
I8686	02044133017	$18,741.10	$21,454.41	$9,965.57					$50,161.08
I8686	02061001026	$95,521.50	$127,776.09	$71,231.32		$29,618.76			$324,147.67
I8686	02061038026	$25,257.50	$7,281.23	$13,496.64					$46,035.37
I8686	02077100026	$30,352.50	$11,871.93	$6,825.88					$49,050.31
I8686	02077101026	$62,132.20	$36,809.31	$43,369.05					$142,310.56
I8686	02077101061	$357,447.30					$348,278.92	$97,961.83	$803,688.05
SERVICE UNIT I8686		$931,309.10	$329,441.30	$360,894.58	$0.00	$35,101.16	$348,278.92	$97,961.83	$2,102,986.89
% OF PROGRAM TOTAL		0.48	0.32	0.59	0.00	0.33	0.70	0.43	0.45
J8787	14016299025	35,616,998.85	32,177,715.66	19,229,200.93	13,358,145.13	$3,510,861.42	$5,913,294.79	$6,038,031.57	115,844,248.35
SERVICE UNIT J8787		35,616,998.85	32,177,715.66	19,229,200.93	13,358,145.13	$3,510,861.42	$5,913,294.79	$6,038,031.57	115,844,248.35
% OF PROGRAM TOTAL		18.17	31.32	31.63	54.93	33.43	11.96	26.65	24.83
K00LL	39055000060	$162,018.20						$388,503.88	$550,522.08
SERVICE UNIT K00LL		$162,018.20	$0.00	$0.00	$0.00	$0.00	$0.00	$388,503.88	$550,522.08
% OF PROGRAM TOTAL		0.08	0.00	0.00	0.00	0.00	0.00	1.71	0.12
K63LL	09027001026	$8,000.00			$2,469.56	$17,780.05			$28,249.61
K63LL	09027002026	$8,000.00			$7,735.15				$15,735.15
K63LL	09027004026	$2,760.00	$3,126.90						$5,886.90
K63LL	09027008026	$1,600.00							$1,600.00
K63LL	09027010026					$6,479.20			$6,479.20
K63LL	29038003026	$3,200.00			$3,370.67	$10,264.77			$16,835.44

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
K63LL	29038005026	$2,680.00			$5,732.34				$8,412.34
K63LL	29038006026	$3,200.00							$3,200.00
K63LL	29038008026	$3,200.00							$3,200.00
K63LL	29038009026	$8,000.00			$271.96	$10,539.37			$18,811.33
K63LL	29038010026	$8,000.00							$8,000.00
K63LL	29038233017		$0.00		$5,208.11				$5,208.11
K63LL	29038252016								$0.00
K63LL	29038275004	$1,600.00							$1,600.00
K63LL	29038280004	$4,800.00	$58.88		$6,032.27				$10,891.15
K63LL	29038284004								$0.00
K63LL	29038801060	$679,136.65	$401,186.15	$70,724.03			$243,889.35		$1,394,936.18
SERVICE UNIT K63LL		$734,176.65	$404,371.93	$70,724.03	$30,820.06	$45,063.39	$243,889.35	$0.00	$1,529,045.41
% OF PROGRAM TOTAL		0.37	0.39	0.12	0.13	0.43	0.49	0.00	0.33
K64LL	09010000062	$9,752.00							$9,752.00
K64LL	09010001026	$43,188.50	$17,895.64	$1,972.55		$29,175.84			$92,232.53
K64LL	09010003026	$170,251.14	$67,081.69	$18,622.31	$1,782.62	$8,167.73			$265,905.49
K64LL	09010007026	$76,260.69	$45,134.44	$16,311.03	$18,598.59				$156,304.75
K64LL	09010008026	$41,272.00	$31,698.57	$7,890.21	$703.28				$81,564.06
K64LL	09010130004	$15,696.00	$9,677.60	$1,041.50					$26,415.10
K64LL	09010137002	$189,017.84	$130,754.38	$27,610.99	$1,493.46				$348,876.67
K64LL	09010137061	$158,083.50					$311,420.92		$469,504.42
K64LL	09010137062	$116,128.00							$116,128.00
K64LL	09010142004	$26,564.80	$16,914.63	$1,234.81					$44,714.24
K64LL	09010169004	$55,903.40	$22,520.64	$4,803.16					$83,227.20
K64LL	09010188004		$10,882.18						$10,882.18
K64LL	09010192004		$10,761.00	$1,972.55					$12,733.55
K64LL	09010193017	$50,505.60	$20,435.67	$9,851.79	$585.36	$10,667.22			$92,045.64
K64LL	09010212004	$1,552.00	$7,122.43		$12,172.64	$21,350.15			$42,197.22
K64LL	09010224004		$7,454.49						$7,454.49
K64LL	09010305016	$15,992.00	$0.00						$15,992.00
SERVICE UNIT K64LL		$970,167.47	$398,333.36	$91,310.90	$35,335.95	$69,360.94	$311,420.92	$0.00	$1,875,929.54
% OF PROGRAM TOTAL		0.49	0.39	0.15	0.15	0.66	0.63	0.00	0.40
K65LL	09010004026	$1,108,683.31	$196,835.32	$154,114.68	$29,946.38	$95,512.93	$303,063.49		$1,888,156.11

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
SERVICE UNIT K65LL		$1,108,683.31	$196,835.32	$154,114.68	$29,946.38	$95,512.93	$303,063.49	$0.00	$1,888,156.11
% OF PROGRAM TOTAL		0.57	0.19	0.25	0.12	0.91	0.61	0.00	0.40
K66LL	09010116022	$794,125.71	$232,217.28	$122,174.38	$7,511.98	$75,108.89	$216,737.79		$1,447,876.03
SERVICE UNIT K66LL		$794,125.71	$232,217.28	$122,174.38	$7,511.98	$75,108.89	$216,737.79	$0.00	$1,447,876.03
% OF PROGRAM TOTAL		0.41	0.23	0.20	0.03	0.72	0.44	0.00	0.31
K67LL	54092000060						$538,673.11		$538,673.11
K67LL	54092001026	$42,563.00	$37,274.33	$6,850.18					$86,687.51
K67LL	54092002026	$115,378.07	$29,022.33	$25,031.05	$0.00				$169,431.45
K67LL	54092004026	$164,604.97	$34,726.22	$25,770.81	$10,103.96				$235,205.96
K67LL	54092005026	$65,537.00	$13,208.92	$7,170.22	$2,485.89				$88,402.03
K67LL	54092007026	$37,333.20	$11,369.59	$14,356.79	$726.26	$37,398.86			$101,184.70
K67LL	54092008002	$7,200.00	$3,695.06	$134.84					$11,029.90
K67LL	54092010026	$12,619.50	$25,913.50	$10,195.61					$48,728.61
K67LL	54092011026	$103,992.09	$28,900.21	$16,695.76	$1,315.92				$150,903.98
K67LL	54092012026	$24,348.00	$54,331.39	$7,742.05					$86,421.44
K67LL	54092061003	$5,688.00	$13,561.39	$4,433.21					$23,682.60
K67LL	54092076026	$40,883.68	$16,461.91	$12,433.07	$0.00				$69,778.66
K67LL	54092118024	$962,273.98	$118,996.42	$281,406.55	$33,272.13	$28,825.86			$1,424,774.94
K67LL	54092223017		$4,156.95	$1,948.88					$6,105.83
K67LL	54092225017		$7,780.63						$7,780.63
K67LL	54092801060	$195,356.95							$195,356.95
SERVICE UNIT K67LL		$1,777,778.44	$399,398.85	$414,169.02	$47,904.16	$66,224.72	$538,673.11	$0.00	$3,244,148.30
% OF PROGRAM TOTAL		0.91	0.39	0.68	0.20	0.63	1.09	0.00	0.70
K68LL	11087006A26	$683.00	$18,555.94	$1,972.55					$21,211.49
K68LL	18074005026	$85.00	$73,033.85	$1,388.67					$74,507.52
K68LL	18074025026	$1,000.00	$85,550.15	$5,917.65	$2,549.61				$95,017.41
K68LL	18074039026	$61.00	$66,667.54	$1,972.55					$68,701.09
K68LL	18074057026	$220.50	$26,165.78						$26,386.28
K68LL	18074100026	$290.00	$16,041.75						$16,331.75
K68LL	39055001026	$436.00	$28,327.57	$1,972.55					$30,736.12
K68LL	39055002026	$503.50	$28,424.66	$7,452.30	$1,784.65				$38,165.11
K68LL	39055003026	$5,101.50	$72,899.05	$10,243.46					$88,244.01
K68LL	39055005026	$2,281.50	$71,512.91	$1,972.55	$1,702.60				$77,469.56
K68LL	39055006026	$870.00	$43,106.89	$3,148.19	$1,749.39				$48,874.47

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
K68LL	39055010026		$17,388.92	$4,740.04					$22,128.96
K68LL	39055011026	$1,907.50	$35,217.78	$5,917.65	$7,733.68				$50,776.61
K68LL	39055061025	$74,075.01	$545,160.84	$121,019.50	$32,477.37	$48,536.17			$821,268.89
K68LL	39055061061	$2,197,716.58					$740,154.00		$2,937,870.58
SERVICE UNIT K68LL		$2,285,231.09	$1,128,053.63	$167,717.66	$47,997.30	$48,536.17	$740,154.00	$0.00	$4,417,689.85
% OF PROGRAM TOTAL		1.17	1.10	0.28	0.20	0.46	1.50	0.00	0.95

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K6969	03025010026	$42,425.50	$27,018.39	$8,257.10					$77,700.99
K6969	03025020026	$10,300.00	$26,421.42	$18,993.19					$55,714.61
K6969	03025030026	$19,075.70	$37,776.32	$28,161.86					$85,013.88
K6969	03025040026	$154,318.13	$125,121.18	$142,730.09	$1,619.68				$423,789.08
K6969	03025050026	$53,600.00	$33,115.15	$15,508.86					$102,224.01
K6969	11012002C26	$80,320.00	$28,030.06	$42,581.80					$150,931.86
K6969	11012003C26	$19,238.50	$9,221.21	$63,119.62					$91,579.33
K6969	11012004C26	$68,625.00	$14,553.16	$122,257.63					$205,435.79
K6969	11015001026	$207,250.90	$79,214.15	$88,391.43					$374,856.48
K6969	11015002026	$491,834.64	$91,590.87	$184,529.38	$6,432.86				$774,387.75
K6969	11015002061	$1,115,911.60	$8,708.02				$1,271,647.29	$220,741.34	$2,617,008.25
K6969	11015005026	$27,838.80	$16,881.92	$6,049.94					$50,770.66
K6969	11018003026	$40,906.70	$38,273.91	$85,090.90					$164,271.51
K6969	11018077026	$65,634.00	$68,180.82	$30,527.02	$1,513.00				$165,854.84
K6969	11023002026	$29,063.40	$22,550.89	$9,183.07	$849.12				$61,646.48
K6969	11023003026	$12,040.00	$9,248.42	$16,128.65					$37,417.07
K6969	11023004026	$44,520.00	$29,117.13	$21,837.80					$95,474.93
K6969	11023006026	$23,600.00	$22,096.95	$10,040.17					$55,737.12
K6969	11023095025	$162,968.00	$76,903.65	$77,956.78					$317,828.43
K6969	11070300026	$68,148.44	$48,829.81	$30,603.05	$1,538.27				$149,119.57
K6969	11070301026	$16,540.50	$25,260.70	$10,016.19					$51,817.39
K6969	11070303026	$23,200.00	$23,004.97	$22,077.37					$68,282.34
K6969	11087001026	$40,000.00	$21,449.56	$23,872.74					$85,322.30
K6969	11087002026	$32,000.00	$22,247.86	$10,198.96					$64,446.82
K6969	11087004026	$85,708.30	$22,965.01	$30,384.79					$139,058.10
K6969	11087005A26	$12,000.00	$39,825.16	$15,247.80					$67,072.96
K6969	11087010004	$11,969.50	$7,923.19	$371.88					$20,264.57
K6969	11087011004	$24,000.00		$14,327.43					$38,327.43
K6969	11087185016		$208.66	$2,623.72					$2,832.38
K6969	11087188016	$8,000.00	$13,275.29						$21,275.29
K6969	18021301026	$76,182.70	$92,488.74	$19,472.79					$188,144.23
K6969	18021302026	$54,694.50	$44,916.92	$18,164.38	$1,796.22				$119,572.02
K6969	18021303026	$19,200.00	$27,942.32	$4,553.52					$51,695.84
K6969	18021305026	$37,763.50	$72,182.19	$26,239.72					$136,185.41
K6969	18021306026	$31,944.00	$38,391.25	$22,769.14					$93,104.39

SERVICE UNIT	DISTCODE	PERSONNEL	TRANSPORT	EXTRAORDINARY SERVICES	PRIVATE FACILITY	ROOM AND BOARD	PL 94-142 FLOW THRU	PL 89-313 CHAPTER 1	TOTAL GRANTS/ REIMBURSEMENT
SERVICE UNIT K6969		$3,210,822.31	$1,264,935.25	$1,222,268.77	$13,749.15	$0.00	$1,271,647.29	$220,741.34	$7,204,164.11
% OF PROGRAM TOTAL		1.64	1.23	2.01	0.06	0.00	2.57	0.97	1.54
X9292	45079000060							$8,649.11	$8,649.11
SERVICE UNIT X9292		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$8,649.11	$8,649.11
% OF PROGRAM TOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.04	0.00
	09010000060	$533,996.20					$58,459.26		$592,455.46
	19022020063							$14,217.32	$14,217.32
	37053000062							$26,035.98	$26,035.98
	62104428051							$802,396.57	$802,396.57
	63106428051							$270,019.64	$270,019.64
SERVICE UNIT		$533,996.20	$0.00	$0.00	$0.00	$0.00	$58,459.26	$1,112,669.51	$1,705,124.97
% OF PROGRAM TOTAL		0.27	0.00	0.00	0.00	0.00	0.12	4.91	0.37
STATE TOTAL		196,000,000.00	102,752,091.80	$60,799,972.79	$24,319,506.48	$10,501,909.67	$49,462,511.86	$22,661,010.68	466,497,003.28